DOCUMENT RESUME

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TITLE	Suggested Guidelines: Employer Follow-up of Vocational Program Graduates and Early Leavers.
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SPONS AGENCY	Oregon State Dept. of Education, Salem.
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ABSTRACT

This handbook for administrators, teachers, parents, and students describes a system of strategies that will assist in implementing follow-up studies of former vocational program participants (completers and/or early leavers). Section 1 discusses use of the handbook. Section 2 concerns the rationale for doing follow-up and includes legislation, definitions, and problems and concerns. Section 3 identifies significant decisions in planning for a follow-up study. Nineteen procedures which must be followed are listed and then discussed. Sections 4-8 provide these sample materials: (1) data tables; (2) survey checklists for the preparation, data collection, data analysis and dissemination phases; (3) student and employer questionnaires and cover letters; (4) tabulation forms for questionnaire responses; and (5) reporting formats for questionnaire responses. Section 9 contains a sample report of results, including completed response reporting forms and narrative summaries of response results. In section 10 a list of factors to be considered when estimating follow-up costs is provided. Section 11 presents a sample agenda for an inservice meeting for educators dealing with follow-up procedures. Section 12 is a bibliography. (The proposal for the project to develop this model follow-up system precedes the handbook.) (YLB)

****
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STATE: Oregon
GRANT: 04-000-048
FUNDING: Research $6,000
Exemplary $2,200
Basic Grant $2,000

12/12/80
OR8013104

SUGGESTED GUIDELINES

EMPLOYER FOLLOW-UP

of

VOCATIONAL PROGRAM

GRADUATES and EARLY LEAVERS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STATE DEPARTMENT OF EDUCATION
PROJECT NUMBER 04-000-048

CLATSOP COUNTY
EDUCATION SERVICE DISTRICT
JULY 1980

REPORT OF A PROJECT
FUNDED THROUGH THE STATE OF
OREGON DEPARTMENT OF EDUCATION
04-000-048

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FOREWORD

For years a commonly accepted goal of vocational preparation programs has been that upon completion of all, or a major portion, of program requirements the student would be ready for employment. This goal implies that the program completer will have acquired the skills and knowledges and will have developed work attitudes needed for job entry, job mobility, and advancement.

Passage of the Education Amendments of 1976, with the attendant requirements for the reporting on the employment status of the completers and early leavers of vocational preparatory programs, makes it imperative that employers be queried about the preparation of former vocational program participants.

The need to assist local education agencies, and others, in designing, adapting, and conducting more efficient follow-up studies led the Oregon Department of Education to fund a proposal to design and field test an employer follow-up system.

This handbook is intended to (1) inform the user about the legislative requirements for follow-up studies; (2) describe the Oregon Department of Education funded follow-up proposal; (3) describe the process followed in the development of the employer follow-up; (4) present a list of advantages and disadvantages for each method of follow-up attempted; and (5) make available the forms, cover letters, and reporting formats which were utilized.

A bibliography of selected related materials and a glossary of terms are also included.

Clatsop County Education Service District is indebted to each member of the four advisory committees who spent many hours in deliberations during the project length.

A special note of appreciation is extended to Christi Smith for recording the meetings of four advisory committees and preparing materials for printing.

William Patterson
Project Coordinator

Charles Dymond
Project Director

George E. Long
Superintendent
Clatsop County Education Service District

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Oregon Department of Education
Salem, Oregon 97310

Instructional Services Division
Career Education and Vocational Education

APPLICATION FOR
PROJECTS IN VOCATIONAL EDUCATION
(Submit Three Original Applications)

1. Applicant Agency Clatsop County Education Service District
2. Address 3194 Marine Drive, Astoria, Oregon 97103
3. Project Initiator Charles Dymond Phone No. 325-2862
4. Title of Project Model Survey of Employers of Vocational Ed Ex Students
5. Starting date March 1, 1979 Ending date February 28, 1980
6. Estimated Number Involved: Students EST.400 Teachers 20 Counselors 4
   Administrators 7 Others EST.50 (Specify) Employers
7. Identify nature of project (check proper spaces):

____	Career Awareness	Specify area of emphasis
____	Career Exploration	i.e., Guidance and
X	Career Preparation	Counseling
____	Career Specialization	

Level:

____ Elementary (K-6) X High School (7-12) ____ Post-Secondary

8. Funding--All monies used for the project will be segregated in budget and accounting records to permit identification of federal and matching funds. Complete Budget Summary on the reverse side of this form.

   I certify that the program services and activities under this project will be conducted in accordance with the provisions of the state plan for the administration of vocational education.

SPECIAL NOTICE

If you are preparing your proposal in response to an Oregon State Department of Education Request For Proposal (RFP), please restate the title of that RFP and the memorandum number shown on the cover page in the space provided below. Failure to do so could disqualify your proposal.

Develop a Model for Surveying Employers of Persons who have graduated from an approved Secondary Vocational Education Program or completed a Substantial Portion of that Program and Left School for a Job.
(RFP Title)

20-78-79
(Memorandum Number)

Authorized Local Agency Representative — Superintendent (Title)

1-11-79
Date

For Oregon Department Of Education Use

9. Date Application Received _____ Tentative No. Assigned _____
   Project No. Assigned _____
10. Approval Action: Amount of funds allocated _____
11. _____ Oregon Department of Education Designated Representative — _____ Funding Source Designated

Form 581-4613 (revised 4-78)

Budget Summary

12. Summarize the financial resources required here. This information should be taken from the budget sheets in the proposal. (This summary is not in lieu of a detailed proposal budget.)

Type of Expenditure	Total Costs	Local Funds	Federal/State Funds Requested	FOR STATE USE ONLY Approved Allocation
A. 1000 Instruction				
B. 2210 Improvement of Instructional Services	10,730.00	1,250.00	9,480.00	
C. 2220 Educational media Services				
D. 2500/2600 Support Services Business/ Central	380.00	380.00	-0-	
E. Other (specify)				
TOTAL	11,110.00	1,630.00	9,480.00	

The proposal should be typewritten (double spaced on 8½ x 11" white paper) on one side only. No special binder or hard covers are to be used. Please supply an original and ten (10) copies. The proposal should include evidence of cooperation with other agencies related to this RFP. Please identify the specific groups or agencies and extent of the involvement. In addition, emphasis must be given to youth who have academic, socioeconomic, physical, or other handicaps and toward the elimination of sex stereotyping/discrimination.

PROPOSAL

To Develop a Model For Surveying Employers of Graduates and Early Leavers From Secondary Vocational Programs

Submitted To:

CAREER PROGRAM DEVELOPMENT and EVALUATION UNIT
CAREER and VOCATIONAL EDUCATION SECTION
STATE DEPARTMENT OF EDUCATION
Room 114
942 Lancaster Drive NE
Salem, Oregon 97310

Submitted By:

Clatsop County Education Service District
3194 Marine Drive
Astoria, Oregon 97103

George E. Long
Superintendent

Charles Dymond
Regional Coordinator,
Vocational Education

DATE: _____

Project Manager/Coordinator

A B S T R A C T

TO BE COMPLETED BY PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR

Project Title: Model Survey of Employers of Vocational Education Program Students.

Project Director/Principal Investigator and Organization: PROJECT DIR— Richard B. Knotts
Clatsop County Education Service District
3194 Marine Drive, Astoria, Oregon 97103

Funding Period: March 1, 1979 (From) — February 28, 1980 (To)

NUMBER OF STUDENTS AFFECTED: Approx. 400 NUMBER OF STAFF AFFECTED: Approx. 31

OBJECTIVES:

1) Develop a transportable system for gathering opinions of Employers of secondary school vocational program participants as to the adequacy of the training.
2) Develop an inservice process to assure transportability of the model and reasonable costs for implementing the model.

PROCEDURES:

Three working committees will design, develop, and field test instruments, procedures, processes to gather, record, tabulate, and disseminate needed information from employers of former Vocational Ed Program students.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

An employer follow up system should result in Vocational program improvements in the state and should provide needed information about the real value of Vocational Education to the people of the state and nation.

PRODUCT(S) TO BE DELIVERED:

1) Step-by-step guidelines for implementing the model, including how to get employer and employee cooperation.
2) All forms, instruments, letters necessary to implement the model written.
3) In service program activities.
4) Written procedures for determining costs for implementing the model.

- -

FOR OREGON DEPARTMENT OF EDUCATION USE ONLY

Submitted by: _____ State

Check One:

Approved Contract . . . . . .State Contract No.: _____

In-House. . . . . .State Project No.: _____

Source of P.L. 94-482 Funds:

_____ Sec. 131: $_____ Charged to Fiscal Year _____

_____ Sec. 132: $_____ Charged to Fiscal Year _____

_____ Sec. 133: $_____ Charged to Fiscal Year _____

_____ Other: _____ _____ Charged to Fiscal Year _____
(Source) (Amount)

- -

(Optional Interim Use 10-77)

BODY OF PROPOSAL

A. Need for the Project.

A commonly accepted goal of any vocational preparation program is that upon completion of all, or a major portion, of the program requirements, a vocational student will be ready for employment. "Job readiness" implies that a program completer will have acquired the skills and knowledge for job entry, job mobility, and advancement.

Each year a follow-up of program completers is attempted. This follow-up does supply some information as to how well prepared the students feel they were upon graduation from high school.

It seems imperative that the employers of these vocational program graduates should be asked about how well these graduates perform in entry level employment.

In addition to graduates, a need exists to determine what happens to those who leave prior to completing a vocational program and who have obtained a job.

This proposal addresses the need for a survey of employers and an intensified survey of program graduates and leavers to assure that we are matching program objectives and actual entry level job performance requirements as stated by employers of these graduates.

B. Objectives: The proposed project

1. To design, develop, field test, and implement a model system for gaining employer opinions regarding the adequacy of preparation of potential employees by high school vocational programs.
2. To design, field test, and implement the necessary instruments to gather the desired information from employers and employees.
3. To design, field test. and implement the instruments necessary to record, tabulate, and summarize the information gathered.
4. To design, field test, and implement the process for disseminating the information to the appropriate publics.
5. To design, develop, and field test inservice activities intended to assure smooth implementation of the model by other schools or school districts.
6. To design and field test a process whereby schools or school districts may be able to estimate their costs for implementing the model.

C. Procedures: Project Manager hired for this project:

Mr. Richard B. Knotts

1. Three working committees will be commissioned to work throughout the timeline of the project.
   a. (Ex)student data committee
   b. Employer data comm ttee
   c. Inservice and dissemination committee

NOTE: Makeup of committees

Local school reps-

Community college reps-

Employer reps-

Employee reps-

(Ex Students)

2. Each committee will examine systems already in use which have been noted in available research data.
3. Committees a. and b. will determine "what we want to know", "how to best find out what we want to know" and "who needs to know".
4. Committee c. will determine "how to carry out inservice", "who needs the inservice", "who needs to have the information being gathered" and "how to get the information to them in usuable form(s).
5. The three committees will work together to design, develop, and field test instruments needed.
6. The project anticipates follow up of grads and early leavers from the four high schools of Clatsop County.
7. The final report of the project and the process for estimating costs for implementing the model will be drafted by the three committees working together.
8. The project manager (Mr. Richard B. Knotts) will work closely with State Department of Education

personnel who are involved in the present statewide reporting and follow-up system to assure compatability of the model design with the statewide design.

9. Appropriate college and/or university personnel will be consulted during the design and field testing of the in-service activities.

10. Fifty copies of all documents, instruments, letters, and forms will be delivered to the State Department of Education upon completion of the project.

11. Each step of the project will be evaluated for correct sequencing, time required to accomplish each step, and results obtained. Department of Education personnel will be asked to examine these self evaluation reports at random sampling periods.

12. The final evaluation of the project will follow the submission of the final report and the inservice sessions which are required. This final evaluation to be carried out by State Department of Education Research and Exemplary Program Personnel.

13. An estimated line-item budget for carrying out the follow-ups in subsequent years will be prepared and presented to the E.S.D. boards of directors in Clatsop & Tillamook Counties.

D. Products to be delivered:

1. Steps to be followed in implementing the model including a suggested timetable.

2. a. Student questionnaire

to obtain employment information.

b. cover letter to students(ex)

c. telephone questionaire (if this procedure is used)

d. In-person questionaire (if this procedure is used)

3. Instrument to tabulate (ex)student info
4. Letter to employer
5. Opinionaire for employer furnished data
6. Instrument to record and tabulate data
7. Informative summary document(s)
8. "Gaining Employer/Employee cooperation"
9. Plan for inservice workshops on "How to use the developed model"
10. A guesstimate of costs of implementing this model

E.

TIMELINE	ACTIVITIES/STRATEGIES	EVIDENCE OF ATTAINMENT
BY MARCH 15, 1979:		
1. ESTABLISH WORKING COMMITTEES	1. RECRUIT COMMITTEE MEMBERS a. Employer Repr. b. School Repr. c. Employee Repr. d. Community College Repr.	1. Committees members have been selected and appointed. Committees are organized
2. ASSIGN STAFF RESPONSIBILITIES	2. ASSIGN STAFF RESPONSIBILITIES a. Secretarial b. Fiscal	2. Support staff has been assigned
3. ORIENTATION OF STAFF AND WORKING COMMITTEES	3. ORIENTATION a. Project goals,objectives, purpose, timetable, etc. b. Examine available info. c. Assign individual tasks d. Assign group tasks	3. Orientation session(s) have been held and individual and group tasks outlined and assigned. 1977-78 SERVE reports are on hand.
BY MARCH 30, 1979:		
1. ESTABLISH CRITERIA FOR TOTAL PROJECT	1. ESTABLISH a. What information do we need? b. Who needs the information?	1. Rough draft of system to gather information is ready. Rough draft of criteria governing information which is to be gathered.

TIMELINE	ACTIVITIES/STRATEGIES	EVIDENCE OF ATTAINMENT
	c. How best to gather information? d. From whom to gather information? e. Time lines for system operation? f. Type of inservice needed?	Rough draft of confidentiality safeguards is ready.
2. Begin design of instruments, forms, devices for gathering desired information.	2. ESTABLISH (Rough Draft Ideas) a. Formats for questionnaires and/or opinionnaires. b. Formats for recording and tabulating information. c. Formats for reporting information to appropriate persons. d. Format for final report to S.D.E. e. Format for periodic assessments of project progress. f. Beginning format(s) for inservice activities.	2. Rough draft of ideas for questionnaire/opinionnaires ready. Rough draft of ideas for summary instruments ready. Rough draft of ideas for instruments reporting ready.
BY APRIL 30, 1979:		
1. Develop instruments to be utilized.	1. Field Test Instruments Developed a. (Ex)student survey b. Employer survey	1. Ex Student Questionnaire(s) are ready for printer. Employer survey opinionnaire in editing stages.

TIMELINES	ACTIVITIES/STRATEGIES	EVIDENCE OF ATTAINMENT
	c. Recording and tabulating forms	Rough draft of recording forms ready.
2. Develop list of names and addresses of former Voc Ed students.	2. List of Ex students is developed.	2. Envelopes prepared for initial mail out. (known addresses) Telephone list for Ex students has been developed.
3. Design procedures for locating missing addresses of former Voc Ed students.	3. Missing addresses being researched.	
BY MAY 30, 1979:		
1. Survey of Ex Students Undertaken (initial)	1. Mail Survey? Person-to-person survey? Telephone survey?	1. 1977-78 SERVE Reports Double checked Mail out has been accomplished Random telephone survey is underway? Random person-to-person survey is underway?

TIMELINES	ACTIVITIES/STRATEGIES	EVIDENCE OF ATTAINMENT
BY JUNE 29, 1979:		
1. Survey of Employers of Ex Students of Voc Ed Programs (Initial)	1. Mail survey? Person-to-person survey? Telephone survey?	1. Names and addresses of employers of former Voc Ed program students is at hand (from first returns from former students) Employers have been contacted: By mail; or By phone; or In person
BY JULY 31, 1979:		
1. Follow up of "NO RESPONSE TO QUESTIONNAIRES"	1. Employers and former students who have not responded to the survey are contacted. Mail out of surveys to employers identified in later received responses.	1. All employers and former students who have not responded have been sent a follow up letter and questionnaire.
2. Evaluation of "system" begins.	2. Committees examine all facets of the program in light of what is taking place - (results etc.)	2. Initial recommendations for adaption or revision of procedures, forms, etc. are in rough draft forms.

TIMELINE	ACTIVITIES/STRATEGIES	EVIDENCE OF ATTAINMENT
BY AUGUST 31, 1979:		
1. First Run of Data Ready.	1. Recording and tabulation of information from survey instruments.	1. Initial tabulations completed.
BY SEPTEMBER 28, 1979:		
1. Summary Report(s) ready for distribution.	1. Tabulated information transferred to summary documents.	1. Initial draft of summary document(s) have been prepared.
BY OCTOBER 31, 1979:		
1. In-service design ready for trial run.	1. In consultation with appropriate teacher education institution(s) a rough draft of in-service activities/ strategies is ready.	1. Rough draft of an inservice process is ready for a trial run.
2. Field test in-service process.	2. Follow the exact outline as prepared for the in-service in at least one school district.	2. A full in-service process has been followed and results evaluated in at least one school district.
BY FEBRUARY 28, 1979:		
1. Project completion date.	1. All materials guidelines, forms, devices, instruments, outlines (or whatever) is to be ready for delivery to the S.D.E.	1. Delivery of all project materials, etc. to the State Department of Education.

NOTATIONS TO ACCOMPANY PROJECT PROPOSAL

PROJECT STAFF - (Tentative)
(To be finalized if and when funded)

Project Director - C. Dymond, Regional Coordinator, Career & Vocational Education
Liason person with CETA, Community College, Employment Service, Vocational Rehabilitation Department, Job Corps, other agencies.

Project Manager - Richard B. Knotts, Ex Superintendent, Clatsop E.S.D.

Project Secretary - Christi Taylor, Career Education Office, Clatsop E.S.D.
Coreen Bergholm, Administration Secretary, Clatsop E.S.D.
Marilyn Iverson, Office Manager, Clatsop E.S.D.
Patricia Youderian, Y.E.T.P. Secretary

Fiscal Records - Charlotte Davis, Deputy Director, Clatsop E.S.D.
Betty Cunningham, Bookkeeper, Clatsop E.S.D.

Printing - N.W.I.M.C.

The student and employer follow-up will be carried out in the future by the Clatsop E.S.D. through cooperative agreements with the Tillamook E.S.D. and the L.E.A. s of Clatsop and Tillamook Counties.

STATEMENT OF FEDERAL AND STATE ASSURANCES

The applicant assures and certifies compliance with all regulations, policies, guidelines, and requirements as they relate to the acceptance and use of federal funds for vocational programs. In addition:

1. The applicant will use the funds and property derived from this title only for the purposes for which they are granted.
2. The applicant will comply with Title VI of the Civil Rights Acts of 1964 (Public Law 88-352) and all regulations issued by the Department of Health, Education, and Welfare pursuant to the title, to the end that no person in the United States shall, on the gound of race, color, or national origin*, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received federal financial assistance.
3. The applicant will comply with Title IX of the Education Amendments of 1972 (Public Law 92-318) and all regulations issued by the Department of Health, Education, and Welfare pursuant to the title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination under any education program or activitiy receiving federal financial assistance.
4. The applicant will comply with OAR 581-045, 046, 048, 049, Discrimination Prohibited, and ORS 326.051 and ORS 659.150 and all rules issued by the State Board of Education pursuant to these laws, to the end that no person in Oregon shall on the basis of age, handicap, national origin, race, marital status, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered or authorized by the State Board of Education.
5. The applicant will comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment - Public Law 93-380) and all regulations issued by the Department of Health, Education, and Welfare pursuant to this Act.
6. The applicant will comply with all health and safety laws and all regulations issues by the Department of Health, Education, and Welfare pursuant to these laws when classroom facilities (or other facilities) will be used by students and/or faculty.
7. The applicant will use any federal funds received under Title VII of the Elementary and Secondary Education Act of 1965 (Bilingual Education) so that expenditures for program purposes will supplement other expenditures and not amount to a duplication of effort.

*(National origin is defined to include bilingual instruction meaning that when necessary, such programs or activity is presented in a student's native language, until such time as the student is sufficiently able to receive instruction in English.)

DATE 1/10/79 _____ (Applicant Agency)

BY _____ (Superintendent, President, Chairman of Board, or Comparable Authorized Official)

BUDGET

TITLE OF PROJECT Model Survey of Employers of Vocational Education Program Students.

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. 1000 Instruction			
100 Salaries			
200 Employee Benefits			
300 Travel			
Other Purchased Services			
400 Supplies			
Instruction Subtotal			
B. 2210 Improvement of Instructional Services			
100 Salaries	7,400.00	1,000.00	6,400.00
200 Employee Benefits	1,830.00	250.00	1,580.00
300 Travel	560.00		560.00
Other Purchased Services	100.00		100.00
400 Supplies	840.00		840.00
Improvement of Instructional Services Subtotal	10,730.00	1,250.00	9,480.00
C. 2220 Educational Media Services			
100 Salaries			
200 Employee Benefits			
300 Purchased Services			
400 Supplies			
Educational Media Services Subtotal			
D. 2500/2600 Support Services Business/ Central			
Indirect Cost @ 3.8 %	380.00	380.00	
Support Service Business and Central Subtotal			
E. Other (include explanation)			
Other Subtotal			
MISC. CONSULTANT COSTS	480.00		480.00
Column Total	11,590.00	1,630.00	9,960.00

ADDENDUM

Appendix B

B U D G E T

TITLE OF PROJECT: Model Survey of Employers of Vocational Education Program Students.

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. 1000 Instruction			
100 Salaries.....			
200 Employee Benefits			
300 Travel.....			
Other Purchased Services			
400 Supplies			
Instruction Subtotal			
B. 2210 Improvement of Instructional Services		local costs are in kind	
100 Salaries	7,400.00	1,000.00	6,400.00
200 Employee Benefits	1,830.00	250.00	1,580.00
300 Travel	800.00		800.00*
Other Purchased Services	100.00		100.00
400 Supplies	840.00		840.00
Improvement of Instructional Services Subtotal	10,970.00	1,250.00	9,720.00
C. 2220 Educational Media Services			
100 Salaries			
200 Employee Benefits			
300 Purchased Services			
400 Supplies			
Educational Media Services Subtotal			
D. 2500/2600 Support Services/Business/ Central			
Indirect Cost @ 3.8%	380.00	380.00	
Support Service Business and Central Subtotal			
E. Other (include explanation)			
Other Subtotal			
Misc. Consultant Costs	480.00		480.00
Column Total	11,830.00	1,630.00	10,200.00

*Includes travel costs of 3 evaluation team members.

ADVISORY COMMITTEES

ADVISORY COMMITTEE A
Ex-student Data Committee

Betty Mosar
Warrenton High School
School Representative

Zelda McCarter
Crown Zellerbach Corporation
Employer Representative

Gene Itzen
Clatsop Community College
Community College Representative

Donna Jenson
City of Warrenton
Employee Representative

ADVISORY COMMITTEE B
Employer Data Committee

Ed Rippet
Seaside High School
School Representative

Bob Williams
State Employment Office
Employer Representative

Dave Phillips
Clatsop Community College
College Representative

Don Beck
C & M Construction
Employee Representative

ADVISORY COMMITTEE C
In-Service and Dissemination Committee

Rollie Johnson
Astoria High School
School Representative

Dick Logan
Columbia Federal Savings & Loan
Employer Representative

Paul See
Clatsop Community College
Community College Representative

Mickey Donithorne
Columbia Memorial Hospital
Employee Representative

ADVISORY COMMITTEE D
Program Evaluation Committee

Max Brunton
Parkrose School District
School Representative

George Ingebo
Portland Public Schools
Program Evaluator

H. A. O'Bryant
Pacific Power & Light Company
Business Representative

SECTION ONE

SECTION ONE

USING THE HANDBOOK

Purpose

The purpose of this handbook is to describe a system of strategies that will assist in implementing follow-up studies of former vocational program participants. For the purposes of this handbook, participants are defined as completers and/or early leavers from regular, approved vocational programs.

Compliance with the law is one element considered during the entire project and will be mentioned numerous times in this handbook. The Education Amendments of 1976 require the gathering and reporting of data regarding vocational program effectiveness which includes student and employer follow-ups. Additionally, regulations regarding confidentiality of data and the privacy rights of individuals are dealt with.

Potential users of this handbook might include vocational program administrators, curriculum directors or coordinators, counselors, school principals, school district superintendents, school board members, teachers, advisory committee members, parents, and students.

Insofar as possible, the handbook has been divided into sections which are self contained. Each section has been written to include as much relevant material as practicable in order that the reader may have at hand enough information to assist in making decisions based on field tested procedures and alternatives.

Design of the handbook

The handbook is divided into eleven major sections with subsections where applicable. Each section is intended to be self contained, however, some of

the major sections may tend to overlap in actual practice and the activities when placed on a time line, may occur concurrently.

Notes to accompany Section One

Since a follow-up study, no matter how simple, or how sophisticated, demands that certain questions be answered before we commence the process, a breakdown of typical issues and problems is presented to help the user over the hurdles.

NOTE: The style and design for this breakdown is adapted from a study conducted by the Ohio State University National Center for Research in Vocational Education.

(Kay A. Adams and Jerry P. Walker, Improving the Accountability of Career Education Guidelines and Checklists.) 1977

In the left hand column are specific questions regarding follow-up issues. In the right hand column are handbook page references where information may be located.

ISSUES	HANDBOOK PAGE(S)
1. Definition: What is a follow-up study?	9
2. Issues: What are some of the problems and issues in planning, conducting, and using a follow-up study?	10-11
3. Legislation: Are there legislative mandates for follow-up studies?	7-8
4. Plans: What are specific tasks for personnel?	17-18
5. Objectives: What are the objectives of a follow-up study?	16
6. Instruments: What type(s) of follow-up instruments should be developed, adopted, or adapted?	21-22
7. Questions: What type(s) of questions should be included?	21-22

ISSUES	HANDBOOK PAGE(S)
8. Questionnaires: What are the characteristics of a "good" questionnaire?	23-24
9. Stereotyping: How can sex and ethnic stereotyping be eliminated?	33
10. Orientation: What type of orientation do students, staff, and employers need?	19
11. When To Do Follow-Up: When should follow-up studies be conducted and how often?	7-8
12. Data Collection: What are the major ways to collect data?	17-19
13. Response Rate: How may the greatest response rate be obtained?	20-21, 27-28
14. Size: What is an appropriate response rate?	27-28
15. Confidentiality: What safeguards are needed to protect confidentiality and privacy of selected data?	12
16. Costs: How are costs of a follow-up study determined?	90-92
17. Reporting: How should the follow-up report be formulated? Who will use the results?	31-32
18. Presentation: How can the data be graphically reported?	17-18
19. Interpretation: How should the data be interpreted? By whom?	25
20. Improvement: How may follow-up studies be used to improve programs and/or services.	34-35

Section Two

SECTION TWO

WHY FOLLOW UP STUDIES

Rationale

The importance of quality vocational education programs and/or courses is becoming more fully recognized but the effectiveness of present secondary school offerings is being questioned by special interest groups as they vie for funds from tight local budgets. Mandated services for special groups are eating into the regular school budgets at an ever increasing rate which means that the more expensive vocational programs are being examined as possible places to cut costs.

Reporting to state and federal agencies has been a requirement of law for many years but there are few organized systems of follow-up of vocational students to determine the adequacy of their preparation for job entry and advancement.

Even without the aforementioned reporting requirements for follow-up studies it appears that a more important need for follow-up studies exists - the need for adequate factual data upon which to base decisions for adding, improving or deleting courses or programs which are not accomplishing their goals for training students properly.

Legislation

The Education Amendments of 1976

(Public Law 94-482, Title II Vocational Education, Section 112 (b)) states:

"In order for the states to assist local educational agencies and other recipients of funds in operating the best possible programs of vocational education --

(A) each State shall, during the five-year period of the State plan, evaluate the effectiveness of each program within the State being assisted with funds available under this Act; and the results of this evaluation shall be used to revise the State's programs, and shall be made readily available to the State advisory council; and

(B) each State shall evaluate, by using data collected, wherever possible, by statistically valid sampling techniques, each such program within the State which purports to impart entry level job skills according to the extent to which program completers and leavers --

(i) find employment in occupations related to their training, and

(ii) are considered by their employers to be well-trained and prepared for employment, except that in no case can pursuit of additional education or training by program completers or leavers be considered negatively in these evaluations.

(2) Each State, in formulating its plans to fulfill these requirements, shall annually consult with the State advisory council which shall assist the State in developing these plans, monitor the evaluations conducted by the State, and use the results of these evaluations in compiling its annual report required by Section 105."

Follow-up Definitions

The definitions of follow-up are many and varied, seemingly decided upon by the persons conducting the follow-up study.

For purposes of this handbook, follow-up is simply defined as "the collection of information about completers and early leavers from state approved, regular and special, vocational programs".

The follow-up study will include a minimum amount of information gathered from former students and employment performance information gathered from the present employers of these former students.

Completers = those students who have completed all, or a major portion of a total vocational program.

Early Leavers = those students who have entered a vocational program but have left the program prior to completing a major portion of the program. (includes dropouts).

Confidentiality = the safeguards built into the follow-up study to protect against divulging individually identifiable information. (student or employer)

Privacy = the right of the individual student or employer to refuse to answer any or all parts of a questionnaire.

Dissemination = the distribution of the results of the follow-up study to interested parties including but not limited to:

Local school district administration

Vocational program instructors

State Department of Education

Participants of the follow-up study

In-service = activities intended to familiarize school district personnel with the conducting of a follow-up study of former vocational program participants.

Follow-up problems and concerns

Through a review of current practices, and during discussions with local vocational personnel, several concerns (or problem areas) were identified which have a considerable effect on the conduct of follow-up studies.

One area of concern was the general lack of understanding of why a follow-up study is even needed. "Much of the information requested by the state or federal agencies could be generated from student records or teachers' grade books".

A second area of concern has to do with the manner in which program or courses are added to the school curriculum and the apparent lack of real planning involved.

A third, and often discussed, concern is the fact that a great deal of time and effort has gone into these follow-up attempts but nobody hears about the results and nothing happens as a result of them.

The fourth most often expressed concern has to do with the lack of specific goals or objectives for the follow-up study. Too many of the studies seem to be addressing all areas of school operation rather than having a definite purpose. This tends to make the questionnaires too lengthy, difficult to record data received, almost impossible to report intelligently and therefore quite useless.

The fifth concern has to do with the validity of the data gathered because of the low response rate and/or the cost of increasing the response rate by hiring specialists to do the job for the school district.

The final concern is the unwillingness of people to consider the data obtained from a follow-up when making decisions about program improvement, expansion, or deletion. The most common excuses for not using such data includes the untimely dissemination of the data and poorly designed reports.

From the preceding list of problems and concerns it seems apparent that follow-up studies of former vocational students as a required part of school operation is not being viewed as a matter needing serious attention.

Confidentiality and Privacy Act restrictions:

When designing and conducting a follow-up study and when reporting the results, you must consider legislation which relates to the collecting and reporting of individual data.

The primary piece of federal legislation is the Family Educational Rights and Privacy Act (P.L.93-380 as amended by Section 2 of P.L. 93-568). This law, passed in 1974, protects the privacy of student Education records. It also gives certain rights to parents safeguarding the privacy of their child's educational records. These rights transfer to the student or former student at eighteen years of age.

In order for a school to carry on the normal business of student record-keeping, the law allows a school to set its own rules about who may see student records without prior written consent.

The school may release certain "directory" information about a student without first getting permission - provided that - the school has notified parents and students of the types of information that is classified as "directory" information and has provided a reasonable amount of time to allow the parents or students to inform the school not to release such information about them.

Based upon federal (and state) legislation and/or regulations, each respondent to a follow-up survey must be assured that personally identifiable information will not be revealed and that only aggregate data will be reported publicly.

SECTION THREE

SECTION THREE

PLANNING FOR FOLLOW UP STUDY

Introductions

This section is intended to identify significant decisions which will be made whenever a follow-up study is to be undertaken.

The completion of follow-up studies is a necessary but time consuming job which should be carefully planned and executed if meaningful results are to be attained.

The steps outlined in this section are given in a chronological order which should be followed. Failing to complete any of the steps may result in incomplete returns and/or invalid data.

SURVEY PROCEDURES - A CHECKLIST

Survey Procedures	Check When Completed	For Information See Pages
1. Identify population to be surveyed.		16
2. Outline desired outcomes of the study and the tasks to be accomplished.		16
3. Determine the method of data collection.		17
4. Develop a time table for completing the study.		19
5. Assign personnel to oversee the study.		19
6. Appoint a committee to assist with the study.		20
7. Select the target population to be surveyed (if sampling is appropriate).		20
8. Develop the instrument.		21

Survey Procedures	Check When Completed	For Information See Pages
9. Develop the cover letter or covering instruction.		25
10. Meet with data processing people to discuss the instrument.		26
11. Try out (pretest) the instrument.		26
12. Revise the instrument, if needed.		2[illegible]
13. Meet with data processing people to actually code the instrument.		27
14. Conduct the survey.		27
15. Tabulate the data.		28
16. Analyze the data.		29
17. Interpret the data.		30
18. Prepare a report of the findings.		31
19. Disseminate the findings.		33

1. Identifying population to be surveyed:

This step is merely one of determining who will be surveyed. It may be the first step in the preparation for the survey or it may be the second step in the survey depending on the overall purpose of making a survey in the first place.

Example: (1) a follow-up of all former vocational students is required. (This is the target population)

(2) an assessment of the effectiveness of a given program is desired. (Then the target population for the survey may be students, employers, other education agencies, etc.)

2. Outline desired outcomes of the study and the tasks to be performed.

The development of inadequate objectives is one of the major obstacles to conducting a successful and effective follow-up of former students. The following topics might be considered as basis for formulation of follow-up study objectives:

A. Availability of instructional offerings

B. Guidance, counseling, placement services

C. Condition of facilities and equipment

D. Student employment success

(1) Employed vs. unemployed

(2) Wage rates

(3) Employer satisfaction with the performance of ex-vocational program participants

E. Required data reporting

(1) Number of females/males in certain programs/courses

(2) Numbers of minority groups involved

(3) Handicapped persons served

(4) Disadvantaged persons served

(5) Other

Specific tasks for personnel:

By defining the specific tasks for persons who will be responsible for the follow-up study, and involving them from the beginning, chances for a successful effort are greatly increased.

Developing a chart of tasks or activities in a time-line format will be helpful. (See Page 45)

3. Determine the method of data collection:

In any follow-up study, serious attention must be given to the data processing component since this component and its capabilities will predetermine to an extent the design of the entire follow-up.

The four commonly used data processing systems are: (1) manual, (2) mechanized, (3) output-oriented automated, and (4) data-oriented automated.

MANUAL SYSTEM

Data are stored on paper forms, usually the original questionnaires or other data collection instruments or some form of abstract. When searching for information the person needing the information must fumble through some type of file system. Except for the smallest data base this is the least efficient of the processing systems and probably totally unworkable with data base of any major size.

MECHANIZED SYSTEM

A system which uses some type of machinery to aid in retrieval of data. Card sorters and tabulators are the most common variations of this type of system. Data are punched and kept on cards which are processed through the

machines when information is needed.

This system is limited by the number of ways the machines can be programmed and though much faster than the manual system it is still very slow by modern standards.

AUTOMATED SYSTEM

An automated system is one which uses electronic computers. Data are stored on magnetic tape, magnetic disk, or similar devices. Depending on type, a computer can be programmed in nearly limitless ways to handle data in a minimal amount of time.

OUT PUT-ORIENTED AUTOMATED SYSTEM

The approach of this system is to base all data on a needs analysis. A particular information need is identified and a computer program written to provide the data base which will produce the information. As additional information is needed a new program must be written. If a question is asked which was not programmed for, it may be next to impossible to answer the question without spending much time and effort writing special programs. This is relatively cumbersome, time consuming, and expensive.

DATA-ORIENTED AUTOMATED SYSTEM

The key to the Data-Oriented system is input-output independence. The input is determined by the kinds of information desired to be available later. This input obviously should be dictated by the objectives of the follow-up and the questions generated from those objectives. Output can be determined when the need for information arises. Commands for retrieving information can be easily established providing that the information is contained somewhere in the data input.

OTHER CONSIDERATIONS

Any mechanical or automated system of data processing will require that questions be formulated in such a way as to be machine useable. The open end type of question will be more difficult to input and therefore should be very carefully examined for useability.

4. Develop a time-line for completing the study

By considering all possible events while planning for a follow-up study, you are able to better anticipate personnel, time, and material needs.

One such time-line might take the form of a PERT chart with dates inserted for completion of the various steps. Note that the physical act of "putting it on paper" will assist in determining those activities which are carried out simultaneously and where each activity is incorporated into other activities. (See figure 1-5 for a sample PERT chart)

5. Assign personnel to oversee the study

The assignment of responsibility for the conduct of a follow-up survey is of the greatest importance if a successful survey is to be accomplished. (Too often this responsibility is left to the vocational instructor who is not in a position to spend the time and money necessary to carry out a total survey.) Persons responsible for implementing the follow-up must be prepared to carry a heavy load of leadership and orientation activities. At a minimum, Instructional staff members will need to understand the purpose of the survey, the type of data to be collected, and the time line for the study; Data processing personnel must have an over-all understanding of the total follow-up system -- purpose, procedures, and use of any data to be gathered. Orientation time should include a discussion of intended feedback to those responding to the survey.

Equally important to orientation of staff appears to be communication with

the student who will be asked to participate in the follow-up study.

In addition, the person(s) assigned to oversee the study must deal with numerous "publics" such as parents of students, school administrators, employers, government agencies, etc.

6. Appoint a committee to assist with the study

As important to the success of the follow-up study as the person(s) assigned major responsibility for the study is the makeup of an advisory group to assist with the study.

The advisory group should be involved from the outset in every phase of the follow-up system. Members of the advisory group must feel that they are part of the total system and not just a token group to give the follow-up study the appearance of a legitimate quest for information.

Select members carefully, orient them to the reason(s) for the study, seek their advice, listen carefully to their recommendations and keep them informed as to progress of the study.

7. Select the target population sample to be surveyed

(If sampling is appropriate)

Sampling may be used in follow-up studies and other types of research endeavors for any of a number of reasons. Primarily, samples are drawn because it may not be practical to evaluate the training received or the initial employment experiences of all former vocational students. Nor may it be practical to query every employer of former vocational students. Therefore, by drawing a representative sample of the total population to be surveyed the desired information may be gathered at a reduced cost and in a more timely manner.

However, there are two minimum criteria for sampling purposes: (1) the

sample must be adequate to allow estimates of the characteristics of the target population to be made with relative assurance of accuracy, and (2) the sample must be "representative" of the entire target population.

There are no absolute standards governing the size of a sample. However, there are some helpful hints to keep in mind when deciding upon a sample size.

A. The more personnel, money, and time available for the follow-up study, the larger the sample can be.

B. The more categories of data to be collected the larger the sample must be in order to assure including enough participants in each category so that valid inferences may be made.

C. The greater the accuracy of information desired the larger the sample must be.

Samples that are too small will probably invalidate the results while too large a sample will be a waste of resources.

In order to minimize selection bias the sampling procedure used should insure that all members of the target population have an equal chance of being included in the sample.

8. Develop the survey instrument:

Having determined the goals and objectives for the follow-up study and how and from whom the data will be collected you are now ready to put together the questions that will elicit the desired data in relevant form.

Former Student Survey:

In general, questions put to former vocational program participants will fall into three broad categories for data collection purposes: (1) employment experiences since leaving school, (2) further education since leaving school, and (3) how well did the vocational courses or programs prepare the student for

entry into employment.

> An important item to be included on the former student questionnaire is the request for permission to contact present or past employers regarding the performance of the ex-student "on-the-job."

Questions addressing employment experiences since leaving school probably may include such items as:

- How soon after leaving school was employment obtained?
- Is the present job related to the vocational training taken?
- The salary range of the present job?
- How satisfied has the ex-student been with jobs held since leaving school?
- How many employers has he/she worked for since leaving school?
- How well prepared was the student for entry into the present job?
- Name of present employer?
- Permission to contact present employer?
- Working part-time or full-time?

FORMAT CONSIDERATIONS:

Data processing will be of primary importance when developing a suitable format for the follow-up questionnaire.

Whether processing data manually or by means of automated equipment, time and cost factors must be considered.

The type of questions asked and the structure of the questions will determine the ease of coding and/or analyzing data received. Open-ended questions are more difficult to process than forced-answer (or forced-choice) questions.

It is extremely important to work with the person, or persons, who will be processing the data in order that the design of the questionnaire lends itself to timely, cost effective results.

APPEARANCE OF THE QUESTIONNAIRE

A questionnaire should be pleasing to the eye and simple in content. Questions should not need lengthy explanations. The first series of questions should set the tone for the entire questionnaire. Questions which are easy to answer will make for a good beginning.

Those questions which will require the recall of information or that ask for personal opinions or judgements should be placed near the end of the questionnaire.

The graphic appearance of the questionnaire is very important. Research has shown that a questionnaire which is mimeographed on white paper will evoke a lower response rate than one which is printed on green paper. (D.J. Pucel "The Minnesota Vocational Follow-up System: Rationale and Methods", February 1973)

Some general suggestions:

- The title of the survey should appear on the first part of the questionnaire.
- The name of the sponsoring agency should be on the front of the questionnaire preferably centered at the top of the page.
- The name, title, and complete address where the questionnaire is to be returned should be the last item of the questionnaire or be included on the first page if that is possible.
- A place for the respondent's signature (which can be removed after data is recorded) is important.

Questions concerning further formal education normally focus on the amount of additional education or training the former student has been exposed to. It is in this area of questioning that information may be gathered as to future plans he/she have for additional education or training and the reasons for obtaining further education or training experiences.

The third category of questions having to do with how well prepared the former student was for entry into employment could be included in the "Employment Experiences" portion of the data collection. If, however, it is desired to have feedback on specific areas of the vocational courses or programs, this is the place to ask questions.

REMINDER:

If the desired data is already available from another source - school records - reports to other agencies - reports of other agencies - etc. - Don't ask a former student to try and furnish it for you.

Keep all questions and/or statements simple and explicit.

If there are doubts about the wording of a question, rewrite it in a different way and field test it to see which version elicits the data in the desired form.

EMPLOYER SURVEY

The basic principles for preparing the questionnaire for follow-up of former vocational students also will apply to the follow-up of employers.

The most common data collection procedures for obtaining information on former vocational program participants from the employers fall into two styles:

A. The employer responds to a mailed questionnaire. The questions asked deal with former vocational students as employees in general.

B. The employer responds to a mailed questionnaire concerning a specific individual employee who has had vocational training.

Questions which are commonly asked of employers:

- Were you aware that the employee had had vocational training?
- How does this particular employee compare with other employees who have not had vocational training?
- What jobs do former vocational students enter in your firm?
- What strengths or weaknesses are apparent in this employee's training?
- Is the employee capable of advancement without further training?
- Would you be willing to assist the school in an advisory capacity in the area of your expertise?
- What suggestions do you have for strengthening the vocational training program in the school?

NOTE:

It is recommended that the data from employers be analyzed by individual program areas and on an individual student basis. Also - the employer furnished data about an individual student should be compared with the follow-up data gathered from the student.

9. Develop cover letter or covering instructions:

A brief statement (or cover letter) should accompany all questionnaires to describe the purpose of the survey and the use that will be made of the information being gathered.

This statement should be endorsed by a person who is known to the person(s) being surveyed either personally or by reputation.

10. Meet with data processing people to discuss the survey instrument:

Each question of the questionnaire should be reviewed by a data processing person before the questionnaire is printed.

It is quite frustrating to find, after data have been collected, that the information is not necessarily usable in the form in which it has been collected.

> REMEMBER:
>
> The types and structure of the questions will determine the difficulty of coding and analyzing responses recieved.
>
> Open-ended questions are much more difficult to process than are the forced choice questions.

11. Try out the instrument:

The best way to determine if the questionnaire directions and questions are clearly stated is to try out the instrument with a small group of present students and former students.

Such a trial will establish if the questionnaire obtains the desired results or if alterations need to be made.

12. Revise the instrument if needed:

If it has been determined that revisions are in order, it will be necessary to again "try out" the new instrument. Such a trial will establish if the revisions will clarify any doubtful items and gain the desired results.

13. Meet with data processing people to code the instrument:

Coding is a necessary procedure for analyzing and displaying information (data). Preplanning will not only make the recording and reporting of data easier but will improve the accuracy of the survey.

Keep a code book or log which describes all questionnaire items and their response categories. In simple surveys it is sufficient to use a blank copy of the questionnaire. More elaborate questionnaires may require a code sheet designed specifically for the survey.

If a questionnaire is properly coded the data may be keypunched directly into EDP cards. The punched deck of EDP cards is ready for numerous categories of analysis.

14. Conduct the survey:

In general, you are wanting a 100% return of your survey instrument. Therefore you should use as many techniques, as money and time will allow, to follow-up with tardy respondents.

Donald C. Orlich, in his book "Designing Sensible Surveys" suggests that the following set of procedures will help in approaching the 100% mark with your survey:

A. Mail the questionnaire — first mailing.

B. Within one week — mail a follow-up card to non-respondents.

C. Within three weeks of the first mailing -- send a second questionnaire along with a second cover letter.

D. Within one week of the second mailing -- mail a second follow-up card.

E. Within two weeks of the second questionnaire mailing -- send a third questionnaire.

F. Within one week of the third mailing -- send a follow-up letter.

G. Last effort -- telephone the non-respondents.

Although there is no definite percent of returns which will "make" or "break" your survey but the closer you approach the 100% return, the more conclusive will be the data.

REMEMBER:

Non-respondents to mailed surveys do tend to bias the survey results in favor of the more actively involved group who do respond.

A number of research studies have been conducted which analyzed the significance of non-responses. There is no apparent agreement among these researchers as to the real significance of non-responses except the amount of involvement of these non-respondents in the subject of the survey.

15. Tabulate the data:

Designing the survey also requires that specific plans be included for tabulating and interpreting the returned data.

Going back now to the original need and goals for making the survey, it is imperative that the data be tabulated in correct categories for interpretation. The preliminary step in tabulating data is usually the counting of the responses for every item as well as the number of respondents.

REMEMBER

Count those who do not respond to a given item into a "NO RESPONSE" category. Some people, though they return the questionnaire, simply do not complete every item or every section of the questionnaire. A nonresponse to a given item is not a "NO OPINION" response. IT IS A NO RESPONSE.

As you plan for the types of reporting formats you will utilize for the various recipients of the results of the survey you also must plan for the merging and/or separating of data to determine similarities or differences between responses to a given item.

16. Analyze the data:

Examine the data and the various responses as they have been tabulated. Typically, tabulation displays will provide the number of respondents and the number of responses for each part of a particular item. Numbers may be converted to percentages if desired for reporting purposes. When using percentages care must be taken to describe the respondents so as not to give incorrect impressions of survey results.

EXAMPLE: "50 percent of the vocational students said - - - - " NO! NO!

"50 percent of the vocational students who responded said ----"YES!

REMEMBER

Examine the tabulated data to be sure that, when interpreted, incorrect conclusions will be less likely to be reached.

By reporting percentages alone, the conclusions are usually misleading to the reader.

For Example: 3 out of ten respondents will give a 30 percent return, as will 30 out of 100.

17. Interpret the data:

Interpretation of the collected, tabulated, and analyzed data is extremely important. It is at this stage that conclusions are reached which may lead to specific recommendations for changes in, or perhaps even deletion of, vocational courses or programs.

Example of poor interpretation:

One question being asked of a group of employers had to do with whether the ex-vocational student could advance within the firm without further training. Only two employers responded to the question - - One said "yes" and one said "no".

An interpretation of "50 percent of the employers said that ex-vocational students could not advance in their firm without further training" is quite misleading to anyone reading this.

REMEMBER

Be sure that the interpretation of data is rational and as accurate as possible.

All conclusions drawn as a result of data interpretation should be backed up by solid information, not by lack of information.

18. Prepare a report of the findings:

In the reporting of follow-up information consideration must be given to the users of the information and the type of report most meaningful to them.

The users could be:

A. The general public

B. Educational planners at local, state, or federal levels

C. Educational administrators at local or state levels

D. Local Boards of Education

E. Vocational Adviosry Committees

F. Respondents to the survey

Each of these users has a different need for the report of survey results. The general public does not ordinarily require a greatly detailed report. Probably a highlight report is sufficient. Educational planners will undoubtedly want a very detailed report while educational administrators, advisory committees, and respondents to the survey may want only a summary of the findings. Conceivably then, a single report could be organized for the convenience and use of these varied audiences.

One such format might be:

A. Highlight summary

(1) Purpose

(2) Procedures

(3) Results, conclusions

B. Summary

(1) Purpose

(2) Procedures

(3) Results, conclusions, and recommendations

C. force trends in the area

D. Results of the survey

E. Conclusions drawn from analyzing data

F. Recommendations for policymaking and decisionmaking for program changes

G. Appendixes

(1) Procedure - data collection and analysis, etc

(2) Returns - Return rates, etc.

(3) Limitations or special information

(4) Data displays - tables, charts, etc.

(5) Copy of survey materials

REMEMBER

All of your publics may be interested in the results of your follow-up study, but not every user will need the detailed report of your findings.

Design a reporting format which is organized in such a way as to be separable for various audiences.

19. Disseminate the findings:

A few factors to consider when disseminating follow-up information:

A. Go through the proper chain of command when presenting data.

B. Avoid school-to-school or program-to-program comparisons. Stick to the survey results.

C. Send an accompanying cover letter telling the recipient what the report is (if appropriate).

D. Present data to as many appropriate groups, agencies, and individuals as possible.

How May Follow-Up Studies Be Used To Improve Programs and/or Services

In planning for improvements in programs or services based on follow-up data, great care must be exercised. Follow-up information only tells what happened, not what caused it to happen.

Assuming that something in a course or program content needs changing because the follow-up results tend to indicate change is needed may often lead to undesirable or unwanted alterations. Other information, not directly connected to the follow-up survey, may be needed.

Example:

35 former students of mechanics programs were mailed questionnaires.

11 responded and listed mechanics as their vocational program taken in school.

6 of those responding said they were working at unrelated jobs and that the vocational training had been "poor".

1 of the respondents was unemployed.

On the surface the results of the survey might indicate that the program is faulty. However, information gathered from local employers indicated a high regard for the ex-mechanics students. In fact, the bulk of the journeyman rated mechanics employed in the area were graduates of the same program and 8 of the 10 apprentice mechanics are also graduates of the program.

So - why did seven of the ex-students rate the program as "poor" and state that they were working in non-related jobs?

Some investigating turned up information which was not evident from the survey results:

A. The unemployed student had enrolled in the mechanics program but dropped out of school two weeks later.

B. Two of the six respondents who reported working in unrelated jobs were working for relatives in retail clothing and felt that their mechanics courses had not prepared them for selling clothing.

C. Two of the six respondents who reported they were not working in jobs related to their vocational courses are at local service stations. They feel that more course emphasis should be placed on the servicing (lubrication, etc.) of vehicles.

D. The remaining respondent who reported working at an unrelated job and who said the vocational training was "poor" has applied for work as a journeyman mechanic at several of the local automotive and truck shops but has not been hired. This ex student says the program must be poor or he would have been hired.

This type of information added to the survey results will make any decision for changes in the mechanics program more meaningful.

SECTION FOUR

PRESENT ACTIVITY OF EX-VOCATIONAL RESPONDENTS BY SEX

ACTIVITY	% MALE (N 38)	% FEMALE (N 27)
SCHOOL FULL TIME	44.8	46.2
SCHOOL AND WORK PART TIME		3.8
SCHOOL AND WORK FULL TIME	2.6	
WORK FULL TIME	42.1	46.2
MILITARY	2.6	
LOOKING FOR A JOB	2.6	3.8
OTHER	5.3	
	100%	100%

MALE Responses were 58.46% of the total returned.

FEMALE Responses were 41.54% of the total returned.

TYPES OF BUSINESSES RESPONDING AND VOCATIONAL AREAS

PROGRAM AREA	EMPLOYER QUESTIONNAIRES MAILED	EMPLOYERS RESPONDING
ACCOUNTING	3	2
MECHANICS	5	2
AGRICULTURE	3	2
FOOD SERVICE	8	6
SERVICE	5	5
CLOTHING	1	1
FOREST PRODUCTS	2	2
CONSTRUCTION	3	1
CHILD CARE	1	
TOTALS	31	21

NUMBER OF QUESTIONNAIRES vs NUMBER OF RESPONSES

	QUESTIONNAIRES MAILED				QUESTIONNAIRES RETURNED					
	Astoria High School	Warrenton High School	Seaside High School	Knappa High School	Military	Attending School Full-time	Employed in Related Occupation	Employed in Unrelated Occupation	Unemployed	School & Working Part-time
AGRICULTURE (N=17)	6	4	3	4		1	1			1
MARKETING (N=13)	3		7	3		1	1		1	
HEALTH (N=0)										
FOOD SERVICE (N=23)	1	3	19		1	1	2			
ACCOUNTING (N=32)	21	8	5			8	3	1		1
CLERICAL (N=4)	2			2		2	1			
SECRETARIAL (N=71)	41	9	15	6		6	6	3		
MECHANICAL (N=48)	26	8	12	2		5	5		1	1
CONSTRUCTION (N=23)	9	6	7	1		2	3			
ELECTRONICS (N=15)	11	3	1			2				
METALS (N=2)		1		1						
CHILD CARE (N=2)			2						1	
FOREST PRODUCTS (N=1)			1				1			
SERVICE (N=3)			1	2			2	1		
TOTALS	119	42	73	21	1	28	25	5	3	3
(Returned)	26	8	21	10						

SECTION FIVE

SECTION FIVE

FOLLOW-UP PROCEDURES

FIGURE 1-1

PREPARATION PHASE

1. Develop follow-up study objectives and identify the publics who will need or receive the data.
2. Identify target population(s) to be surveyed and define an acceptable response rate.
3. Establish time-line for each step of the follow-up study.
4. Select method(s) for conducting the follow-up study.
    a. Mailed questionnaire
    b. Personal interviews
    c. Telephone interviews
5. Formulate questionnaire in consultation with advisory group, employers, students, teachers, administrators.
6. Obtain authorized signatures from persons who may be signing cover letters, etc.
7. Obtain addresses (and telephone numbers if appropriate) of the target population to be surveyed and prepare a master file.
8. Obtain approvals to collect information on former students in compliance with the Family Rights and Privacy Act (PL 93-380) and amended Section 2 of PL 93-568)
9. Conduct follow-up according to the established time-line.

FIGURE 1-2

DATA COLLECTION PHASE

1. First Mailing
    a. Alert cards or letters (if used) -or-
    b. Cover letters and questionnaires
2. First Response Analysis
    a. Check off names of respondents
    b. Attempt to correct addresses of instruments returned due to incorrect addresses
    c. Compile address list for next mailing
3. End of Second Week
    a. Questionnaires to corrected addresses
    b. Prepare for second mailing to non-respondents
4. End of Third Week
    a. Reminder letter and second copy of questionnaire to non-respondent
    b. Continue response analysis
5. End of Fourth Week
    a. Final Mailing - include cut-off-date
    b. Continue response analysis
    c. Prepare telephone survey list of non-respondents
6. Conduct telephone survey of non-respondents
    a. Sample list
    b. Total list
    c. Other

FIGURE 1-3

DATA ANALYSIS PHASE

1. Identify data analysis procedures
    a. Manual system
    b. Mechanical Systems
    c. Electronic system
2. Identify follow-up reporting format(s)
    a. Different audiences - different format?
    b. Analyze results
    c. By numbers or percentage
3. Publish report(s)

FIGURE 1-4

DISSEMINATION PHASE

1. Identify procedures to be followed in presenting materials to various audiences:
    a. Administrators
    b. Advisory group(s)
    c. Boards of Education
    d. Teachers
    e. Respondents
    f. Media
    g. Other agencies
2. Develop evaluation form to assess usefulness, timelines, etc.
3. Develop workshop package to present findings
    a. local inservice workshops, etc.
    b. public hearings or meetings
    c. conferences
4. Develop news article for media.

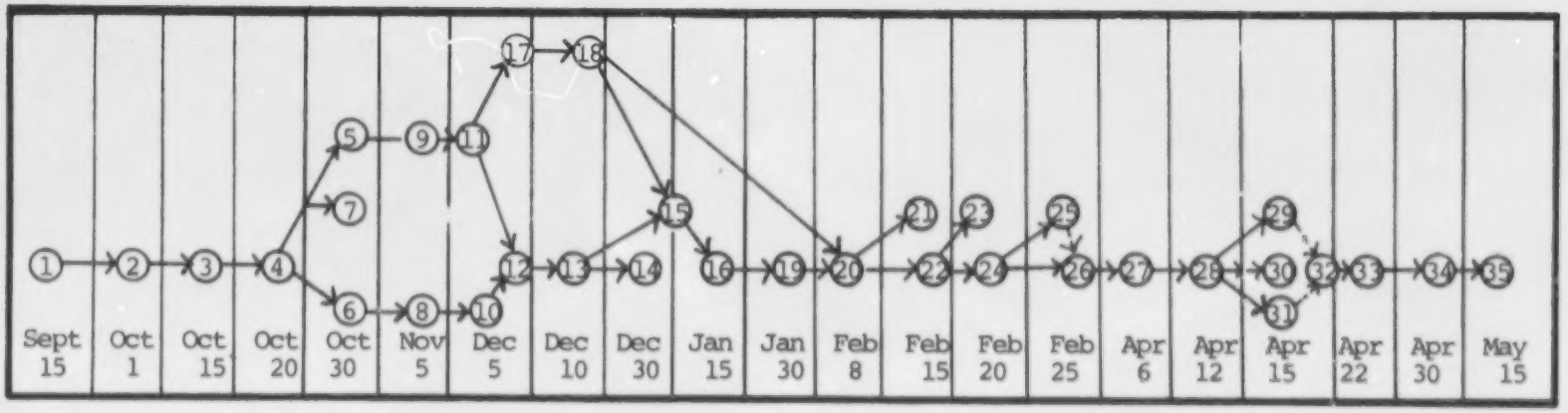


FIGURE 1-5
SAMPLE PERT CHART

1. Decision to do survey
2. Determine goals/objectives
3. Determine data needs
4. Assign personnel
5. Determine target population
6. Select advisory group(s)
7. Research related literature
8. Begin item construction
9. Obtain endorsements
10. Complete item construction
11. Consult data processing department
12. Complete mailing materials
13. Revised by advisory group(s)
14. Pilot test materials
15. Review by advisory group(s)
16. Prepare final form
17. Design method of tabulation
18. Plan analysis techniques
19. Mail questionnaires
20. Tabulate initial returns
21. Send first follow-up
22. Tabulate returns
23. Send second follow-up
24. Tabulate returns
25. Send final follow-up
26. Final tabulation of returns
27. Begin analysis
28. Complete analysis
29. Interpret results
30. Prepare tables
31. Prepare figures
32. Begin final report
33. Complete final report
34. Publish results
35. Disseminate results

79

79

79-2

SECTION SIX

FIRST MAILING TO STUDENTS

Dear

We want to know if your high school vocational classes were valuable to you. What we find out can help make classes better.

Do you want to know what others said? Fill out the question sheet, return it to us, and we will let you know our overall results.

Are you working? If so, we need your approval to ask your boss if the training shows.

Thanks for your help.

Sincerely,

Counselor, High School

1. What are you doing now?_____

2. Please check those vocational classes you have taken.

___Agriculture	___Service	___Marketing	___Home Management
___Secretarial	___Metals	___Accounting	___Electricity/Electronics
___Clerical	___Child Care	___Drafting	___Supervised Work
___Construction	___Forestry	___Graphic	Experience
___Food Service	___Health	___Mechanics	

3. Does what you are doing now involve skills you learned in your high school vocational classes? Yes____ No____

4. I am willing to cooperate in the Employer Survey_____
Signature

5. What is your approximate monthly salary range?
$300 to $499 _____
$500 to $699 _____
$700 to $899 _____
$900 to$1099 _____
$1100 and over _____

Employer_____Address _____City _____

Supervisor_____I am self employed _____Contact Me.

Clatsop County E.S.D.
3194 Marine Drive
Astoria, Oregon 97103

Clatsop County E.S.D.
3194 Marine Drive
Astoria, Oregon 97103

SECOND MAILING TO STUDENTS

Dear

We want to know if your high school vocational classes were valuable to you. What we find out can help make classes better.

Do you want to know what others said? Fill out the question sheet, return it to us, and we will let you know our overall results.

Are you working? If so, we need your approval to ask your boss if the training shows.

Thanks for your help.

Sincerely,

Counselor, High School

NOTE: Possibly you misplaced the first questionnaire we sent to you. We would appreciate it if you would return this one to us as soon as possible. Thank you for your cooperation.

1. What are you doing now?_____

2. Please check those vocational classes you have taken.

___Agriculture	___Service	___Marketing	___Home Management
___Secretarial	___Metals	___Accounting	___Electricity/Electronics
___Clerical	___Child Care	___Drafting	___Supervised Work
___Construction	___Forestry	___Graphic	Experience
___Food Service	___Health	___Mechanics	

3. Does what you are doing now involve skills you learned in your high school vocational classes? Yes___ No___

4. I am willing to cooperate in the Employer Survey_____
Signature

Employer_____Address_____City_____

Supervisor_____I am self employed____Contact me.

5. What is your approximate monthly salary range? $300 to $499 _____
500 to 699 _____
700 to 899 _____
900 to 1099 _____
1100 and over_____

CLATSOP EDUCATION SERVICE DISTRICT
3194 Marine Drive Astoria, Oregon 97103
503 - 325-2662

Board of Directors
Barbara Barilla Chairperson
James Borders Vice Chairperson
Bruce Haskell
James Johnson
John Christie
Jack Burkhart
Barbara Johnson
George E. Long Superintendent

Dear Mr. Employer:

The purpose of this survey is to gather opinions from employers of graduates and early leavers of high school vocational programs. We are trying to determine the adequacy of the training received in high school. The confidential information that you provide will help schools update their career preparation programs and keep them abreast of new developments.

Thank you for your assistance.

Sincerely,

Charles E. Dymond
Director, Career & Vocational Education

NAME OF COMPANY_____

MAILING ADDRESS_____

TELEPHONE NUMBER_____

MAJOR FUNCTION OF BUSINESS_____

NAME OF PERSON COMPLETING FORM_____

_____
(Signature)

_____has given us permission to contact you as his/her present employer. He/She was involved in a vocational _____ program in high school.

Is he/she an employee of yours? ___Yes ___No How long?_____

If no, has he/she ever been employed by you? ___Yes ___No How long?_____

When interviewing this person, were you aware he/she had been involved in a vocational program in high school? ___Yes ___No

Is this person's present job related to the vocational training taken in high school? ___Closely related ___Somewhat related ___Not related ___Don't know

For each skill area below answer the four questions to the right by marking the appropriate answer.	QUESTION 1 How important is this skill for his/her present job?	QUESTION 2 How would you rate him/her on this skill?	QUESTION 3 How does he/she compare with others of the same age who had different training?	QUESTION 4 Does he/she need more instruction in this area? (Check yes or no)
Skill of using or operating tools, equipment, materials, machines in your work.	___None ___Slightly ___Average ___Critical	___Very low ___Low ___Average ___Excellent	___No one to compare with ___Below ___Same ___Above	___Yes ___No
Everyday knowledge of work methods and procedures	___None ___Slightly ___Average ___Critical	___Very low ___Low ___Average ___Excellent	___No one to compare with ___Below ___Same ___Above	___Yes ___No
Knowledge of basic principals and concepts. (Of present job)	___None ___Slightly ___Average ___Critical	___Very low ___Low ___Average ___Excellent	___No one to compare with ___Below ___Same ___Above	___Yes ___No
Ability to use arithmetic to solve work problems.	___None ___Slightly ___Average ___Critical	___Very low ___Low ___Average ___Excellent	___No one to compare with ___Below ___Same ___Above	___Yes ___No
Skill of speaking, writing, drafting, sketching to communicate ideas.	___None ___Slightly ___Average ___Critical	___Very low ___Low ___Average ___Excellent	___No one to compare with ___Below ___Same ___Above	___Yes ___No
Skill of reading printed matter, tables, and diagrams.	___None ___Slightly ___Average ___Critical	___Very low ___Low ___Average ___Excellent	___No one to compare with ___Below ___Same ___Above	___Yes ___No
Keeping records, making reports, and routine paper work.	___None ___Slightly ___Average ___Critical	___Very low ___Low ___Average ___Excellent	___No one to compare with ___Below ___Same ___Above	___Yes ___No

PLEASE RATE THE FOLLOWING TRAITS

5.	Safety habits	___Always safe	___Safe most of the time	___Seldom safe
6.	Attendance	___Above average	___Average	___Below average
7.	Punctuality	___Above average	___Average	___Below average
8.	Reliability	___Above average	___Average	___Below average
9.	Ability to take and follow orders	___Above average	___Average	___Below average
10.	Quality of work	___Above average	___Average	___Below average
11.	Volume of work	___Above average	___Average	___Below average
12.	Dealing with customers	___Above average	___Average	___Below average
13.	Dealing with supervisors	___Above average	___Average	___Below average
14.	Dealing with other workers	___Above average	___Average	___Below average
15.	Appearance	___Above average	___Average	___Below average
16.	Over-all attitude	___Above average	___Average	___Below average

17. Is this person capable of advancement in your business without further training?
___Yes ___No

What recommendations would you make for improving the high school training for future students? (use back of paper if necessary)

GENERAL QUESTIONS

Please answer the following questions from your observations of former students applying for work.

1. Is over-all appearance good? ___Yes ___No
   Comment: _____

2. Are they appropriately dressed? ___Yes ___No
   Comment: _____

3. Do they communicate well? ___Yes ___No
   Comment: _____

4. Do they ask about employment correctly? ___Yes ___No
   Comment: _____

5. Do they know something about the company? ___Yes ___No
   Comment: _____

6. Do they have some knowledge about the job being applied for? ___Yes ___No
   Comment: _____

7. Do they have an adequate resume or work record? ___Yes ___No
   Comment: _____

8. Do they make a favorable first impression? ___Yes ___No
   Comment: _____

9. Is their attitude toward work good? ___Yes ___No
   Comment: _____

10. Are they able to fill out an application correctly? ___Yes ___No
    Comment: _____

SECTION SEVEN

STUDENT QUESTIONNAIRE RESPONSES

1. What are you doing now ?	EMPLOYED	UNEMPLOYED	ATTENDING SCHOOL	
			PART TIME	FULL TIME

2. Please check those vocational classes you have taken.

AGRICULTURE		MARKETING	
SECRETARIAL		ACCOUNTING	
CLERICAL		DRAFTING	
CONSTRUCTION		GRAPHIC	
FOOD SERVICE		MECHANICS	
SERVICE		HOME MANAGEMENT	
METALS		ELECTRICITY/ELECTRONICS	
CHILD CARE		SUPERVISED WORK EXPERIENCE	
FORESTRY			
HEALTH			

3. Does what you are doing now involve skills you learned in your high school vocational classes?

YES	NO

I AM SELF-EMPLOYED, CONTACT ME.

YES	NO

EMPLOYER	ADDRESS	CITY	SUPERVISOR

EX VO-ED STUDENT QUESTIONNAIRE

Total Mailed	Returned Unable to Locate	Mailed Back	Total Working	Total Working in Area of Training	Total in Higher Education	Total in Armed Service	Total Unemployed

EXPLANATIONS:

RESULTS:

EMPLOYER QUESTIONNAIRE RESPONSES

	(1) How important is this skill for his/her present job?				(2) How would you rate him/her on this skill?				(3) How does he/she compare with others of the same age who had different training?				(4) Does he/she need more instruction in this area?	
(Skill)	None	Slightly	Average	Critical	Very Low	Low	Average	Excellent	No One To Compare With	Below	Same	Above	Yes	No
Manual Job Skills														
Practical Job Skills														
Theoretical Job Knowledge														
Mathematical Skills														
Communication Skills														
Reading and Interpretive Skills														
Clerical Skills														

EMPLOYER QUESTIONNAIRE RESPONSES

No.	Trait	Always Safe	Safe Most of the Time	Seldom Safe
5	Safety Habits			

No.	Trait	Above Average	Average	Below Average
6	Attendance			
7	Punctuality			
8	Reliability			
9	Ability to take and follow orders			
10	Quality of Work			
11	Volume of Work			
12	Dealing with customers			
13	Dealing with supervisors			
14	Dealing with other workers			
15	Appearance			
16	Over-all Attitude			

No.	Trait	Yes	No	
17	Is this person capable of advancement without further training?			

COMMENTS:

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

GENERAL QUESTIONNAIRE RESPONSES

		Yes	No
1	Is over-all appearance good?		
2	Are they appropriately dressed?		
3	Do they communicate well?		
4	Do they ask about employment correctly?		
5	Do they know something about the company?		
6	Do they know something about the job being applied for?		
7	Do they have adequate resume or work record?		
8	Do they make favorable first impression?		
9	Is attitude toward work good?		
10	Do they fill out application correctly?		

COMMENTS:

POPULATION SURVEYED

Ex Vo-Ed Students Surveyed	Ex Vo-Ed Student Responses	Employers Surveyed	Employers Responses

EXPLANATION:

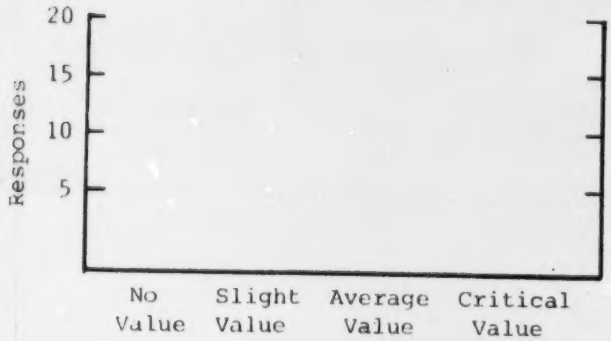
SECTION EIGHT

EMPLOYER QUESTIONNAIRE RESPONSES

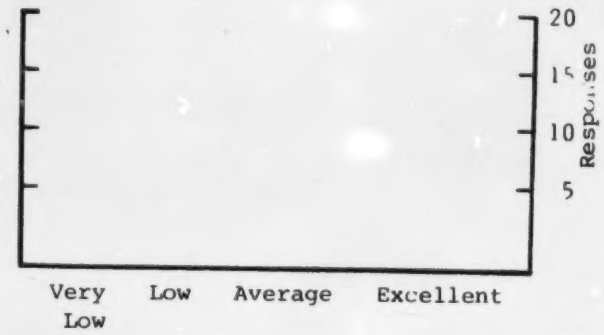
MANUAL JOB SKILLS

(The skill of operating tools, equipment, materials, or machines in your line of work.)

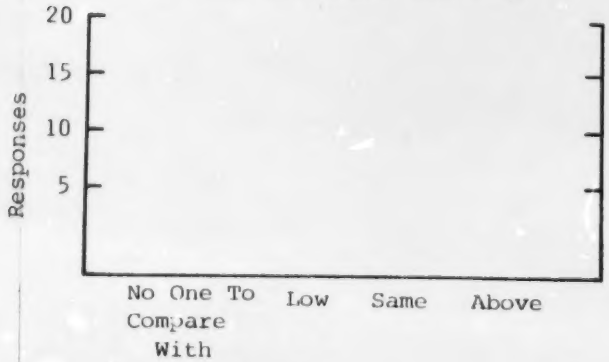
How important is this skill to his/her present job?



How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?

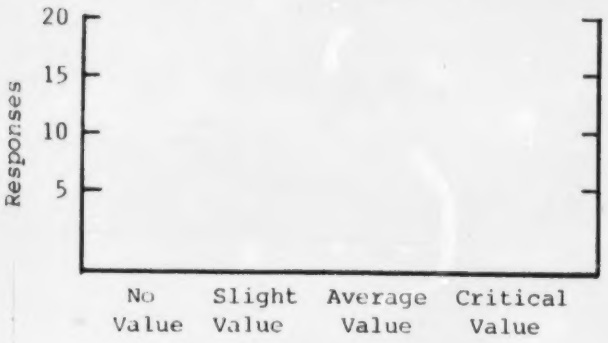
SUMMARY:

EMPLOYER QUESTIONNAIRE RESPONSES

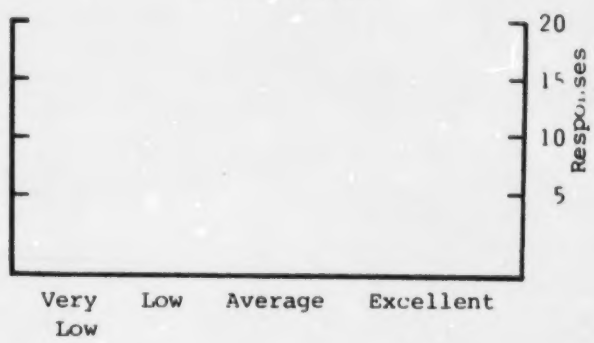
PRACTICAL JOB SKILLS

(Everyday knowledge of work methods and procedures.)

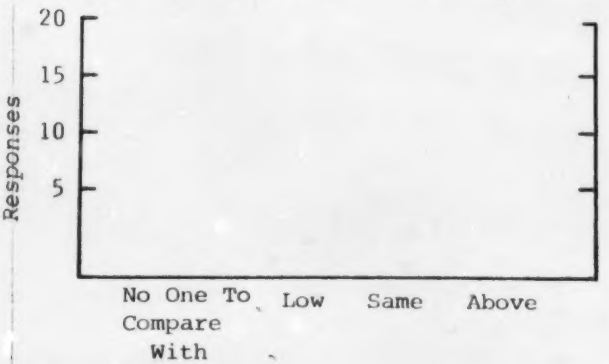
How important is this skill to his/her present job?



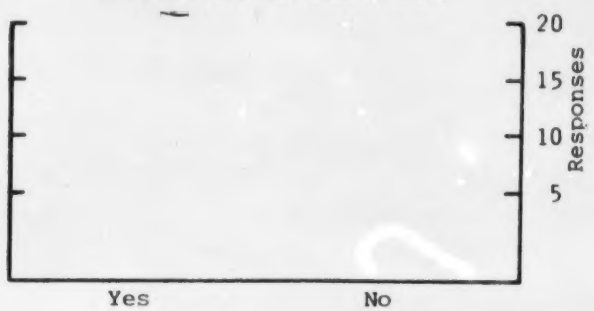
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



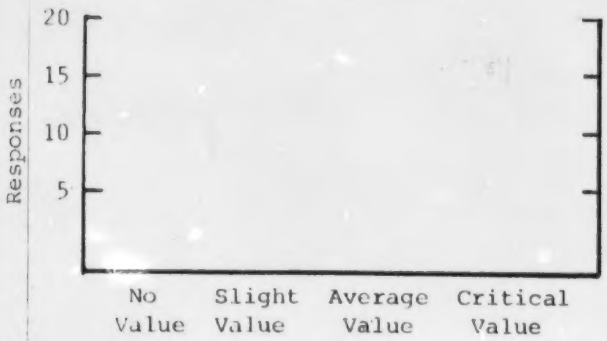
SUMMARY:

EMPLOYER QUESTIONNAIRE RESPONSES

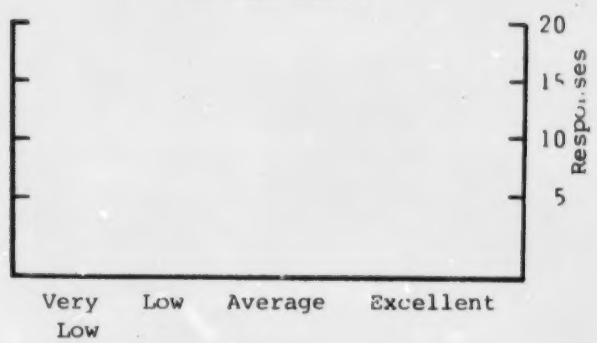
THEORETICAL JOB KNOWLEDGE

(Knowledge of basic principals and concepts of present job.)

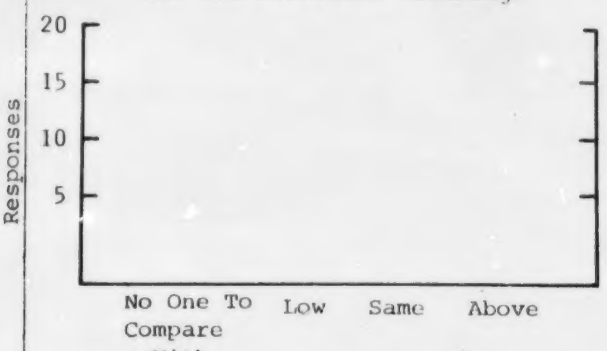
How important is this skill to his/her present job?



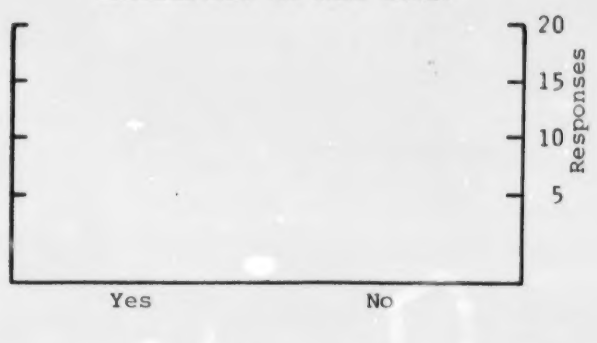
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



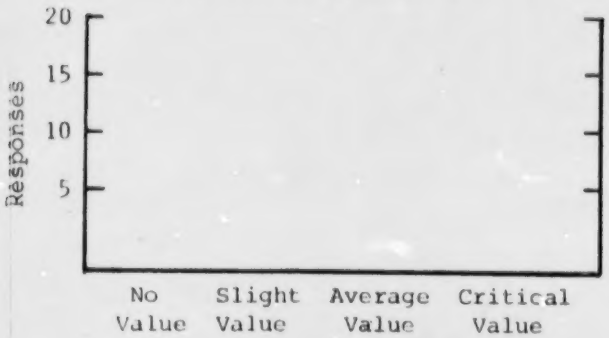
SUMMARY:

EMPLOYER QUESTIONNAIRE RESPONSES

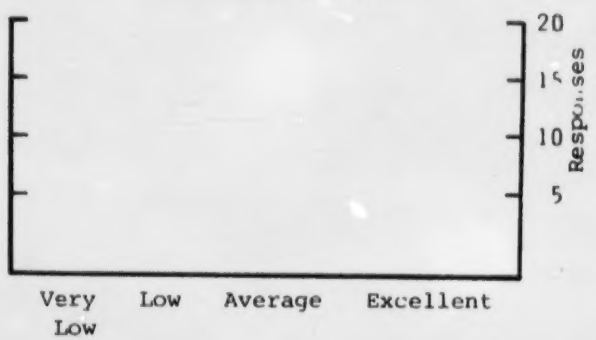
MATHEMATICAL SKILLS

(Ability to use arithmetic to solve work problems.)

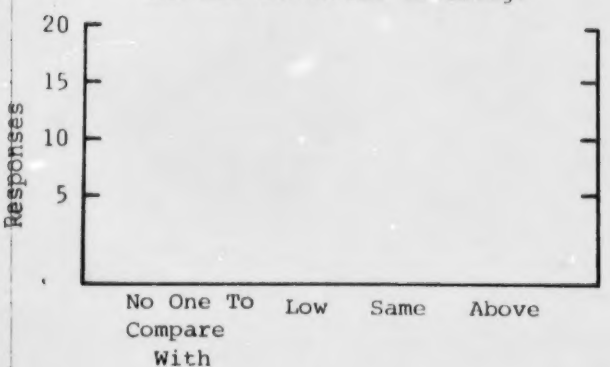
How important is this skill to his/her present job?



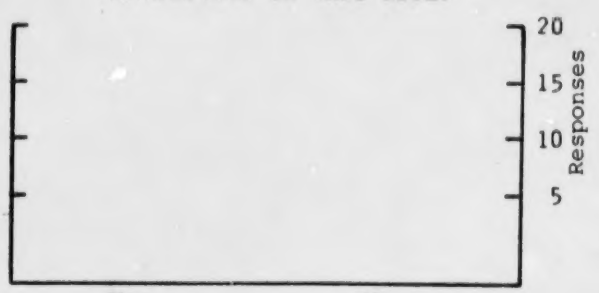
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



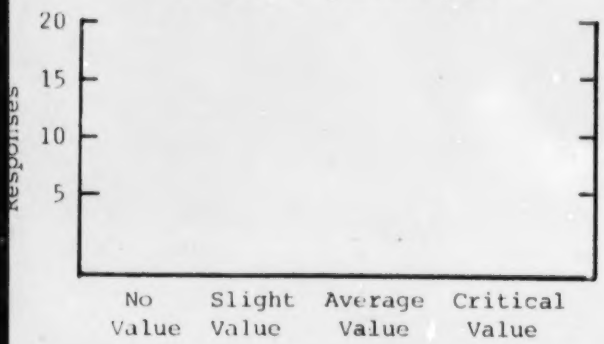
SUMMARY:

EMPLOYER QUESTIONNAIRE RESPONSES

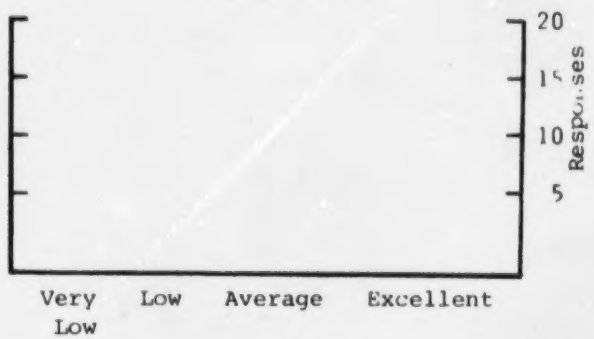
COMMUNICATION SKILLS

(Skill of speaking, writing, drafting, sketching to communicate ideas.)

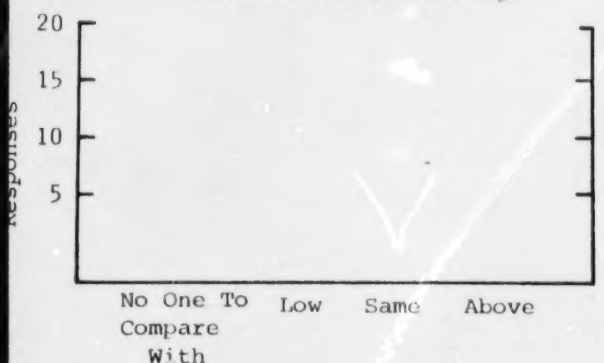
How important is this skill to his/her present job?



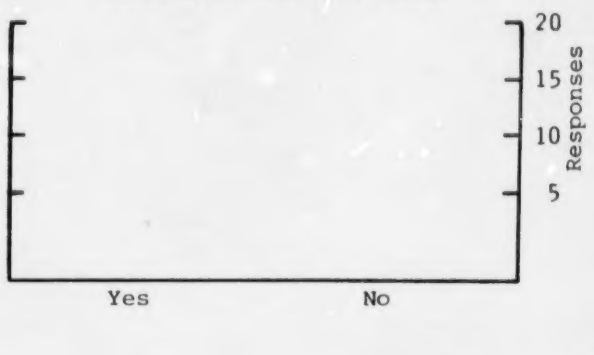
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



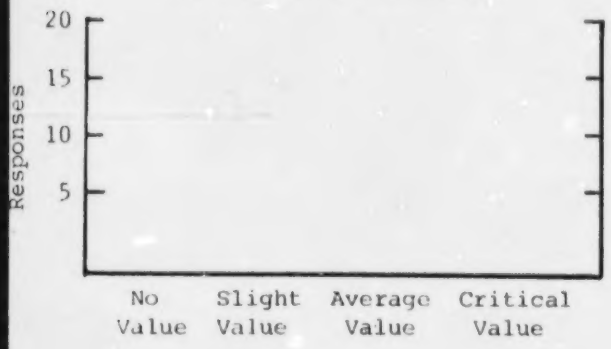
SUMMARY:

EMPLOYER QUESTIONNAIRE RESPONSES

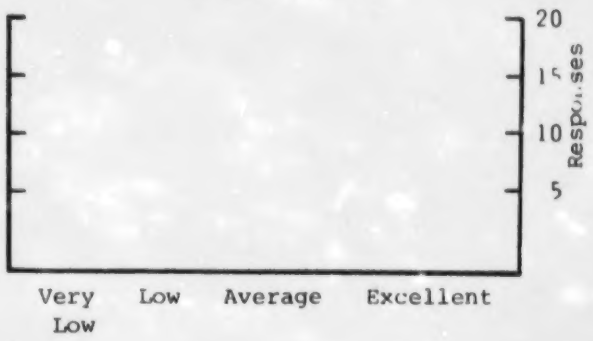
READING AND INTERPRETIVE SKILLS

(Skill of reading printed matter, tables, and diagrams.)

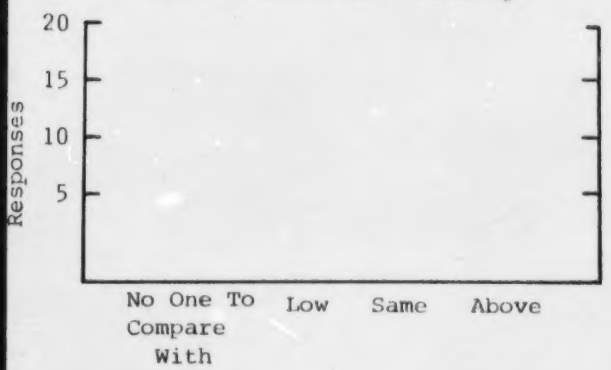
How important is this skill to his/her present job?



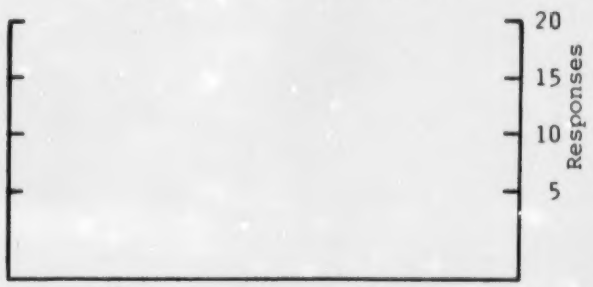
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



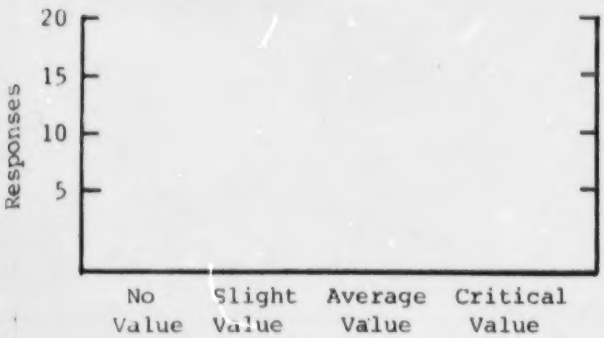
SUMMARY:

EMPLOYER QUESTIONNAIRE RESPONSES

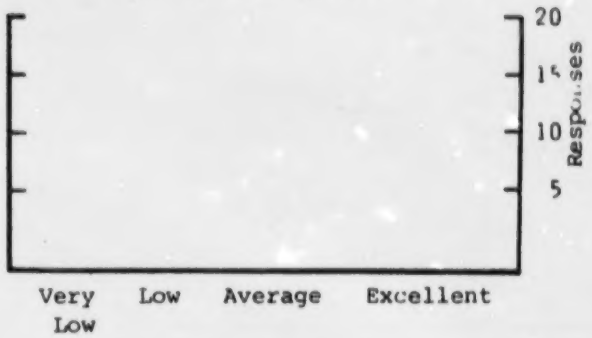
CLERICAL SKILLS

(Keeping records, making reports, and routine paper work.)

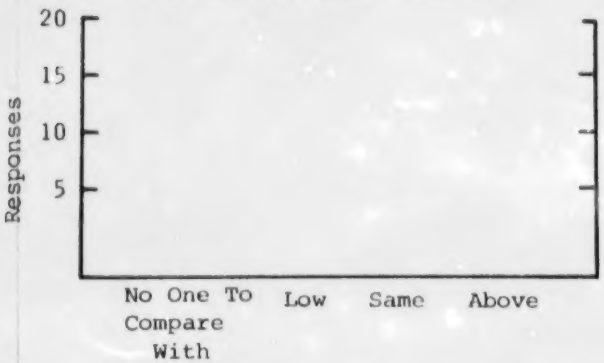
How important is this skill to his/her present job?



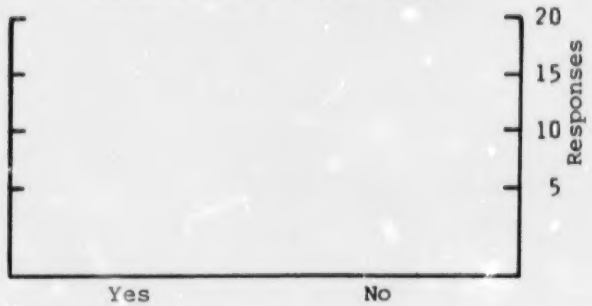
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?

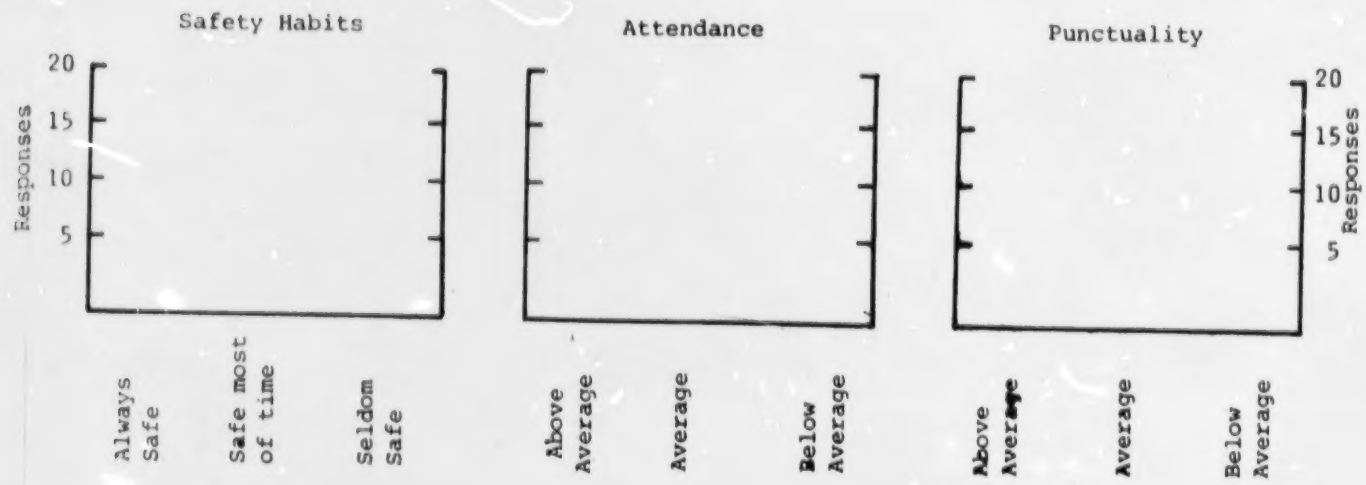


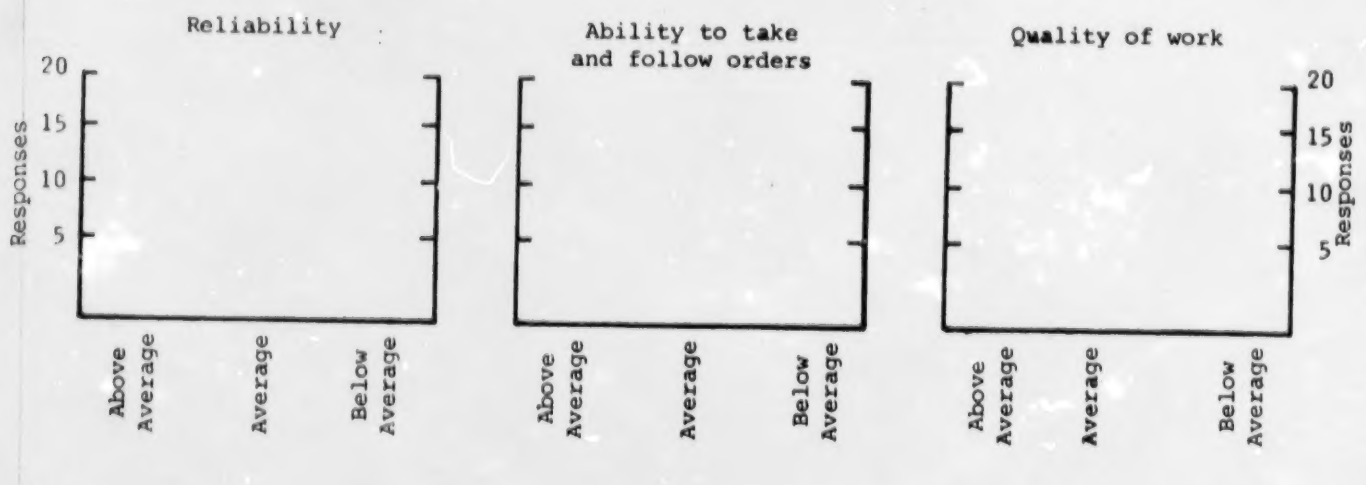
Does he/she need more instruction in this area?

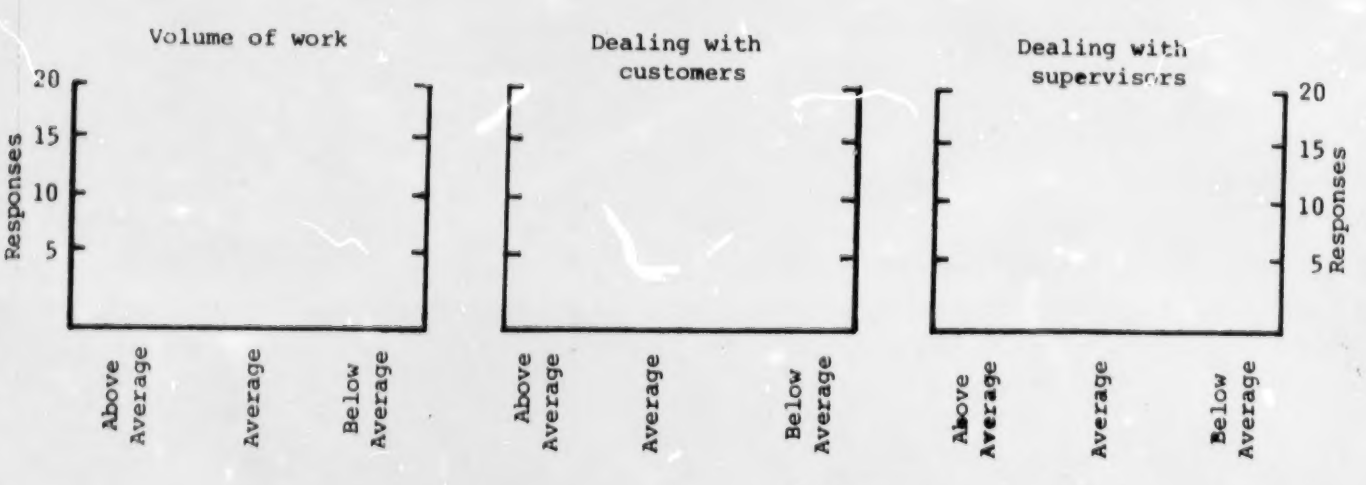


SUMMARY:

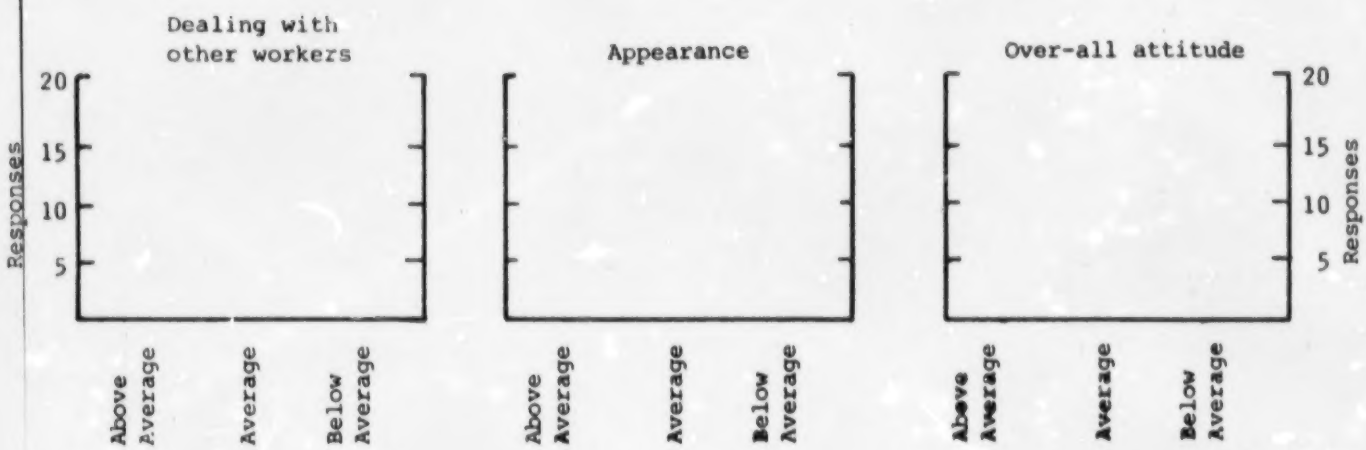
EMPLOYER QUESTIONNAIRE RESPONSES TRAITS

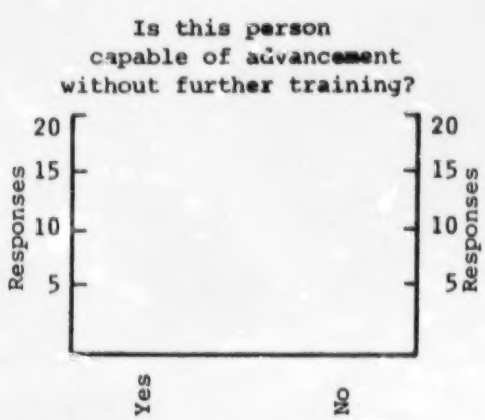






EMPLOYER QUESTIONNAIRE RESPONSES TRAITS -cont.

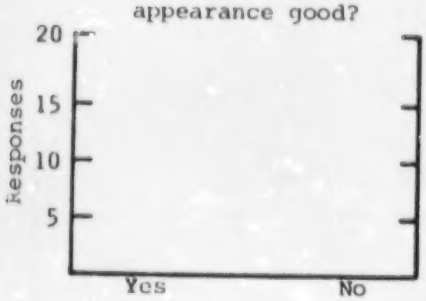




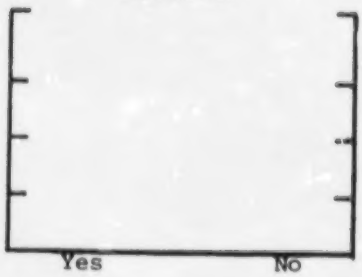
SUMMARY:

GENERAL QUESTIONNAIRE RESPONSES

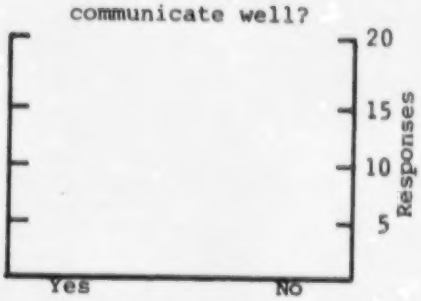
Is over-all appearance good?



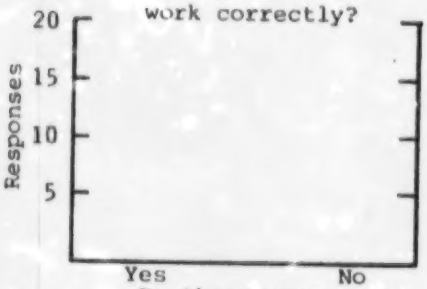
Are they correctly dressed?



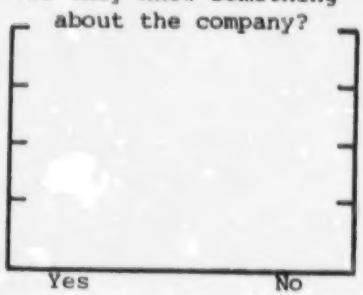
Do they communicate well?



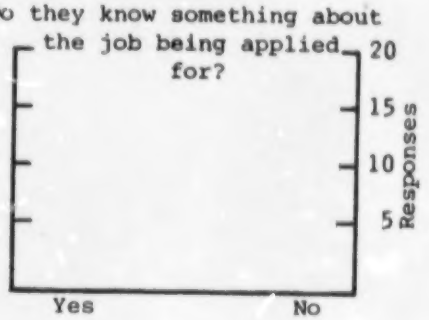
Do they ask about work correctly?



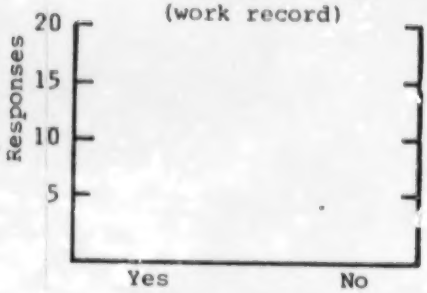
Do they know something about the company?



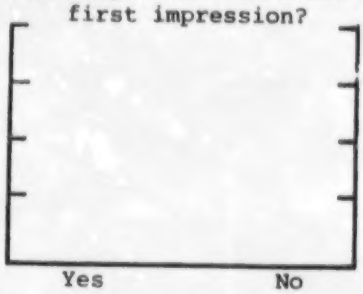
Do they know something about the job being applied for?



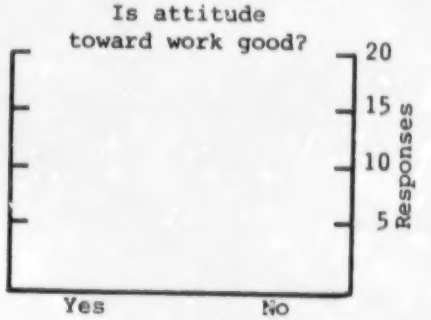
Do they have an adequate resume? (work record)



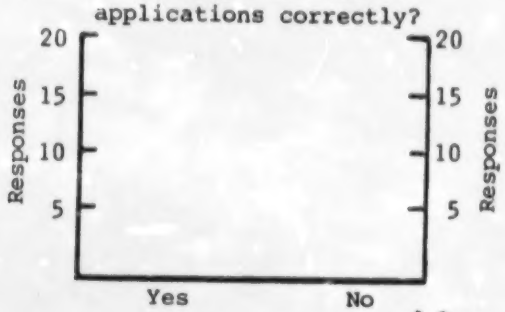
Do they make a favorable first impression?



Is attitude toward work good?



Do they fill out applications correctly?



GENERAL QUESTIONNAIRE RESPONSES

SUMMARY:

SECTION NINE

SECTION NINE

EMPLOYER SURVEY

SCHOOL: OVER-ALL

Questionnaires were mailed to 255 ex-vocational students from four high schools who were listed on the 1978-79 SERVE Reports. Eleven questionnaires were returned as "Unable to Locate" by the Postal Service leaving 244 delivered questionnaires.

65 ex-vocational students responded. Of those responding, 31 are working, 30 are attending school, one is in the armed forces, and three are unemployed. Of the 31 employed full-time, 24 (or 77.4%) are working at jobs for which they trained.

The 31 employed ex-vocational students listed 29 different employers and gave written permission to contact their employers.

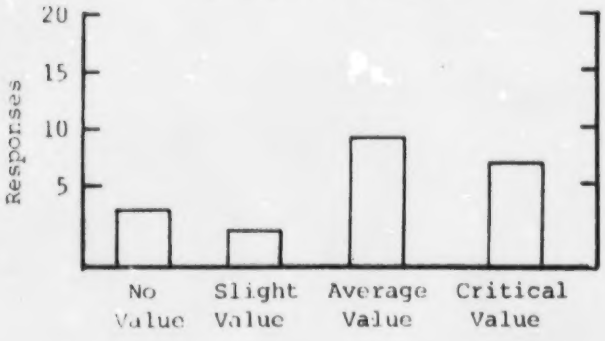
The 29 employers were asked to complete a mailed questionnaire. 21 questionnaires were returned and form the basis for this report. Having assured the ex-vocational students and their employers that personally identifiable information would not be disclosed this report will reflect numbers of responses to each part of the questionnaires. The "conclusions" statements accompanying each page of charted responses are partially based on the numbers of responses to a given item and partially on written comments from employers which accompanied some of the numbered responses.

EMPLOYER QUESTIONNAIRE RESPONSES

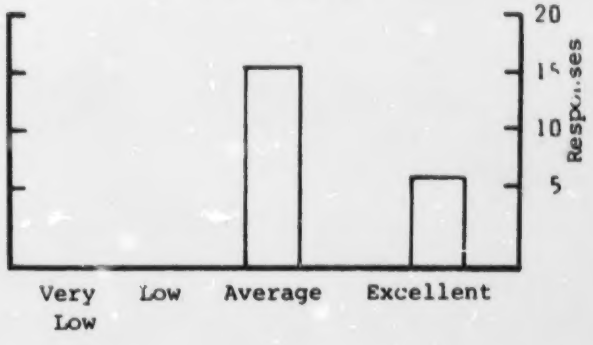
MANUAL JOB SKILLS OVER-ALL

(The skill of operating tools, equipment, materials, or machines in your line of work.)

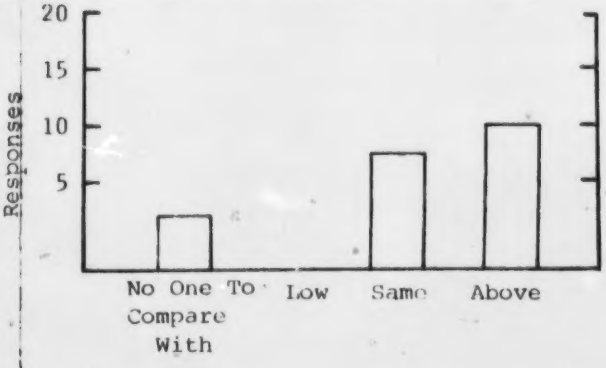
How important is this skill to his/her present job?



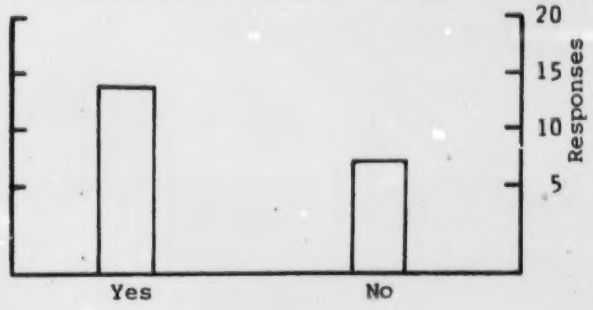
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



SUMMARY:

A majority of the employers responding to the survey felt that skill in the operation of machines or equipment was of average or above in importance and rated the ex-student employees average or above in the skill. In comparing the ex-students with others of the same age with different training the employers felt that the

MANUAL JOB SKILLS

SUMMARY: (cont.)

ex-vocational students were as good as, or better than, the others in this skill. With the above positive statements 67% of the employers still felt that more training was needed in this area.

Since certain of the jobs filled by ex-vocational students were strictly entry level, some of the students had not yet advanced to positions where they would be operating tools, equipment, or machines.

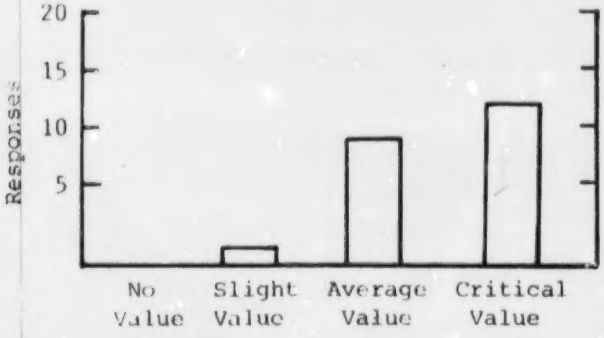
Not all responding employers have other new employees with which to compare the ex-vocational student.

EMPLOYER QUESTIONNAIRE RESPONSES

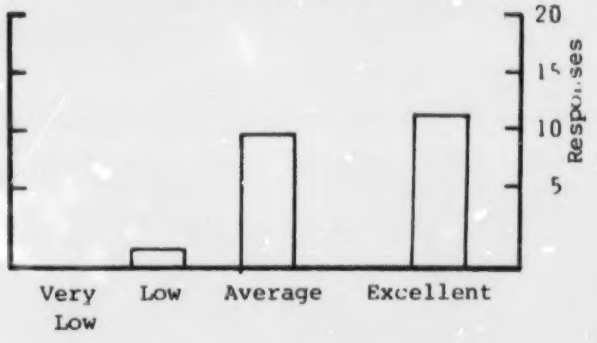
PRACTICAL JOB SKILLS — OVER-ALL

(Everyday knowledge of work methods and procedures.)

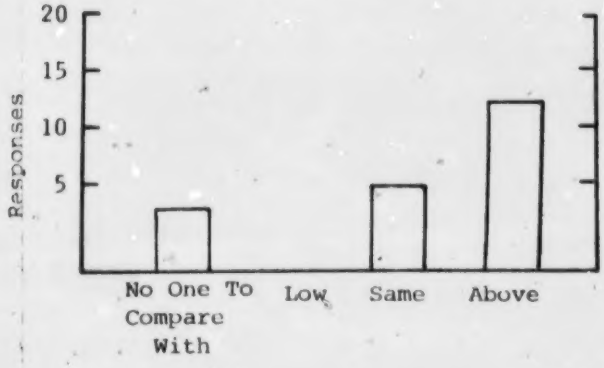
How important is this skill to his/her present job?



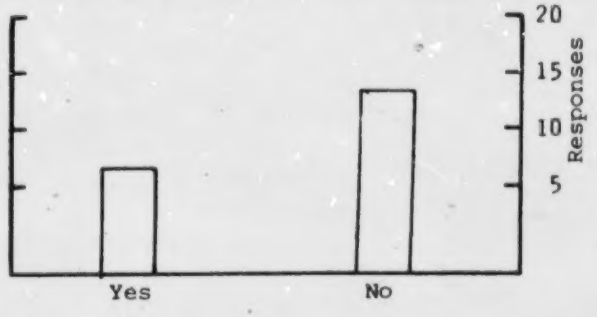
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



SUMMARY:

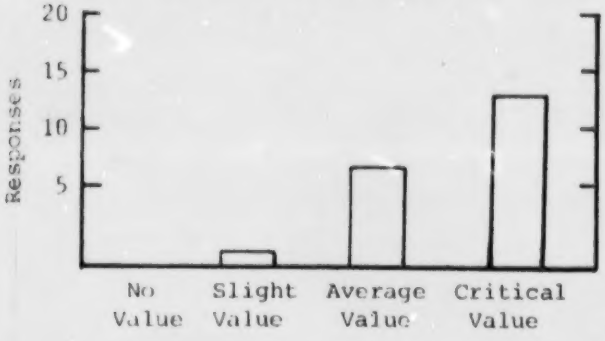
95% of the employers responding said that this skill was of average or above average importance and rated the ex-students average or above average in the skill. In comparing with others of the same age with different training the employers said the ex-students rated the same or above. About 65% of the employers said that no further training was needed in this area.

EMPLOYER QUESTIONNAIRE RESPONSES

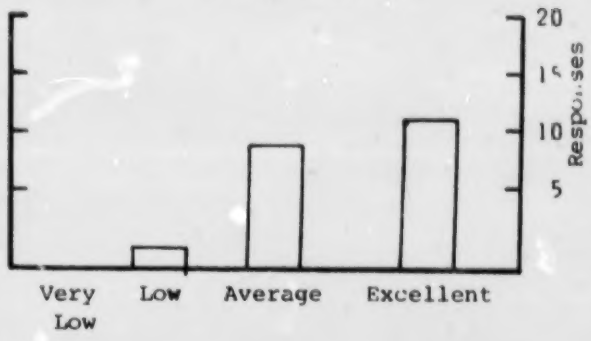
THEORETICAL JOB KNOWLEDGE — OVER-ALL

(Knowledge of basic principals and concepts of present job.)

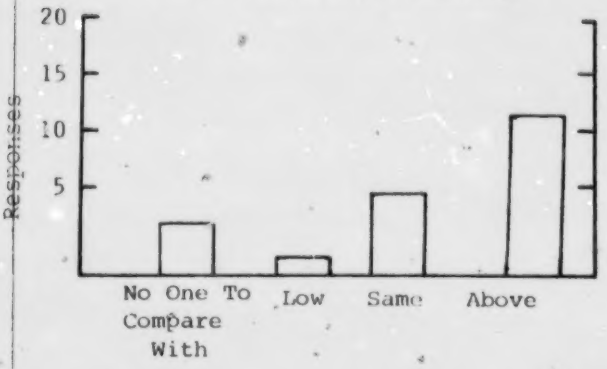
How important is this skill to his/her present job?



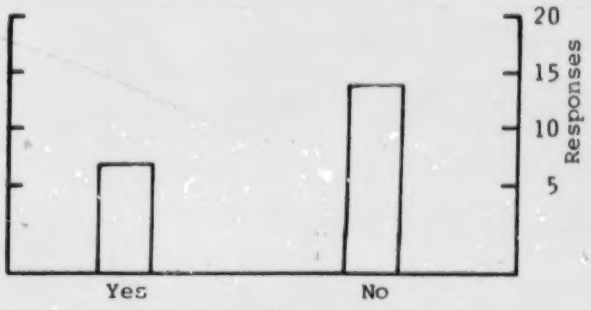
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



SUMMARY:

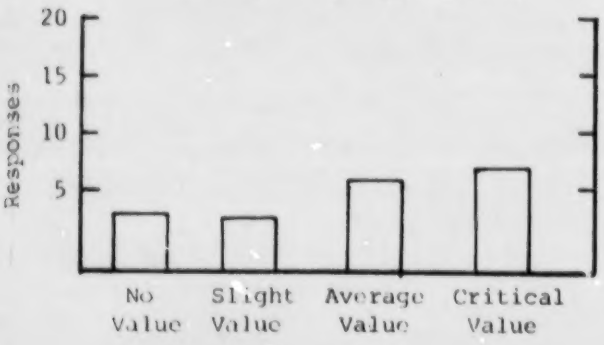
95% of the employers responding said that the skill was of average or above average importance and the ex-students rated average or above average in the skill. 5½% of the ex-students rated below others of the same age with different training. A majority of the employers said that no further training was needed in this area.

EMPLOYER QUESTIONNAIRE RESPONSES

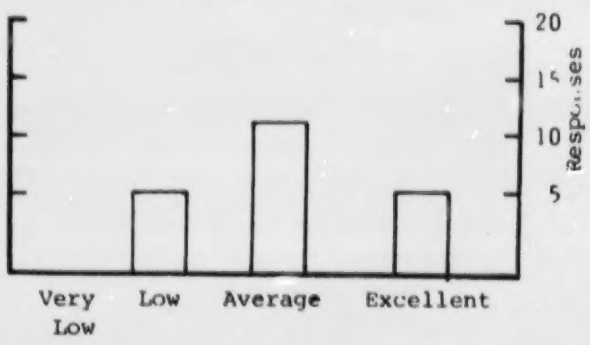
MATHEMATICAL SKILLS OVER-ALL

(Ability to use arithmetic to solve work problems.)

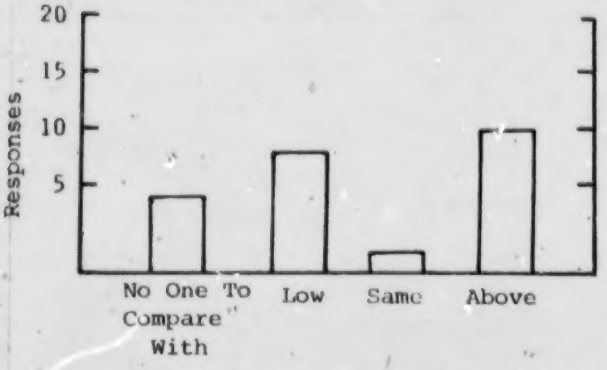
How important is this skill to his/her present job?



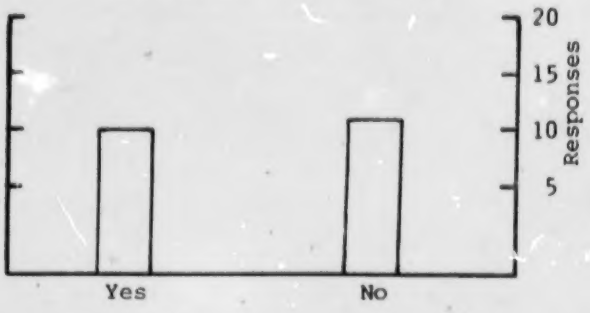
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



SUMMARY:

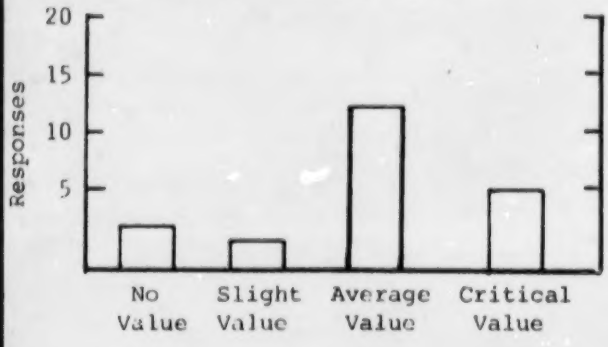
62% of the employers felt that the ability to solve problems using Mathematics was of average or above average importance in their work. 38% felt that it was of little or no importance in their work. 24% of the ex-vocational students rated low in this area. In comparison with others of the same age with different training 48% rated the same or above and 48% of the employers said that more training was needed in this area.

EMPLOYER QUESTIONNAIRE RESPONSES

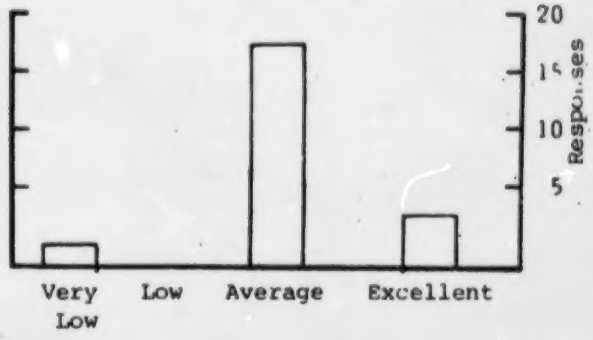
COMMUNICATION SKILLS — OVER-ALL

(Skill of speaking, writing, drafting, sketching to communicate ideas.)

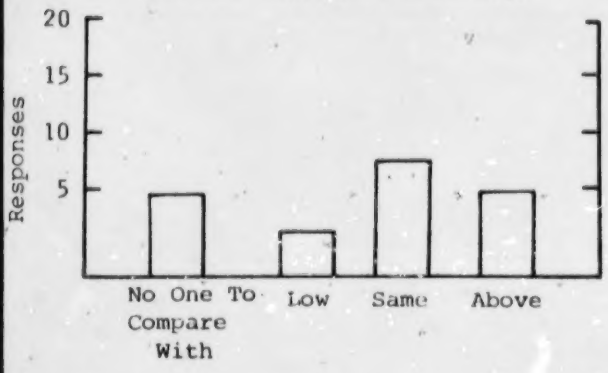
How important is this skill to his/her present job?



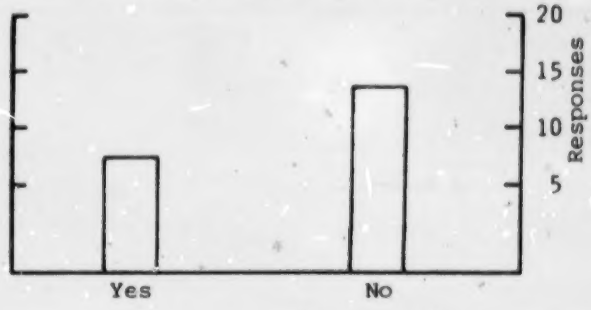
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



SUMMARY:

The employer response varied greatly as to the importance of this skill depending on the type of business represented. 76% of the employers said that it was of average or above average in importance. 5% of the ex-students were rated very low and only 14.3% were rated excellent. Most ex-students were rated in the average class. In comparing the ex-students with others of the same age with different training. 62% were rated the same or above. 67% of the employers said that no further training was needed.

COMMUNICATION SKILLS

SUMMARY (Cont.)

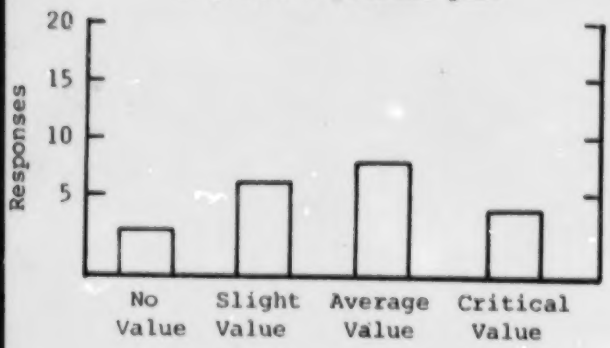
There were written comments from employers stating that emphasis should be placed on the study of communicating. All of these comments were from businesses where the employee meets the public.

EMPLOYER QUESTIONNAIRE RESPONSES

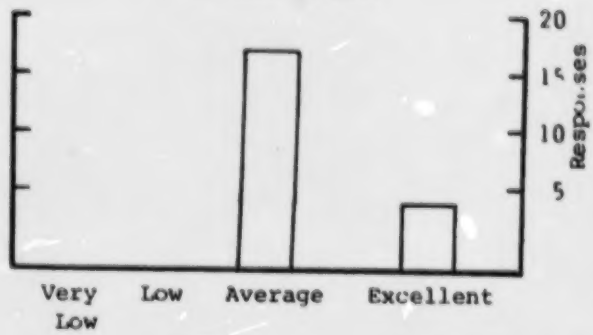
READING AND INTERPRETIVE SKILLS — OVER-ALL

(Skill of reading printed matter, tables, and diagrams.)

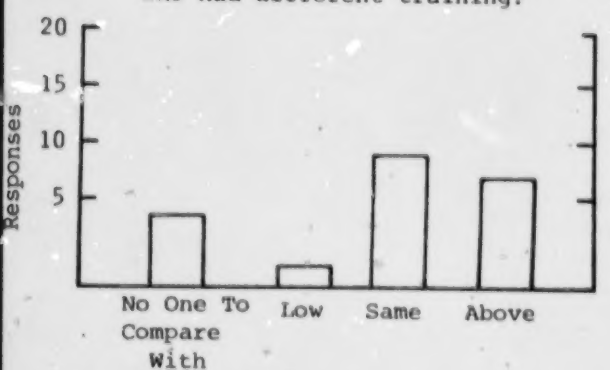
How important is this skill to his/her present job?



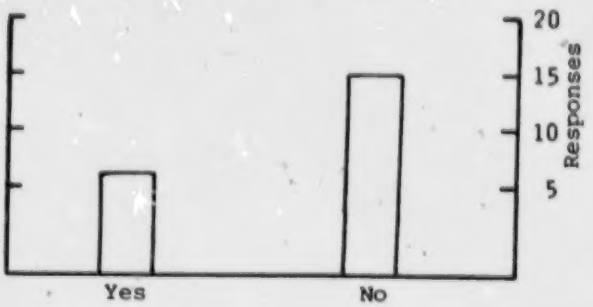
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?



SUMMARY:

This is an area where the responses varied greatly due to the type of work being reported. It was very important in the areas of welding, secretarial work, and carpentry, and not so important in the areas of foods, clerks and dairy work. All ex-students rated average or above average in this skill. Most ex-students rated the same or better than others of the same age with different training. The need

SUMMARY (Cont.)

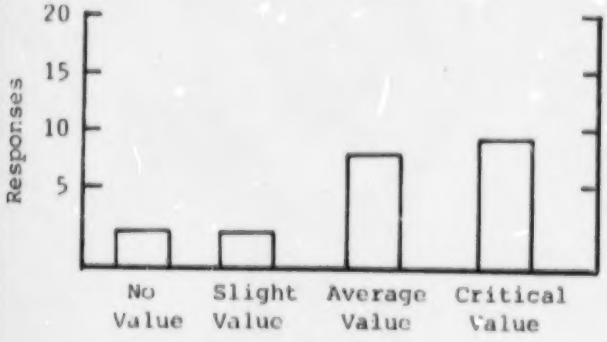
for additional training approximated the rating as to importance. Those employed in the areas of welding, secretarial, and carpentry needed more training according to the employers.

EMPLOYER QUESTIONNAIRE RESPONSES

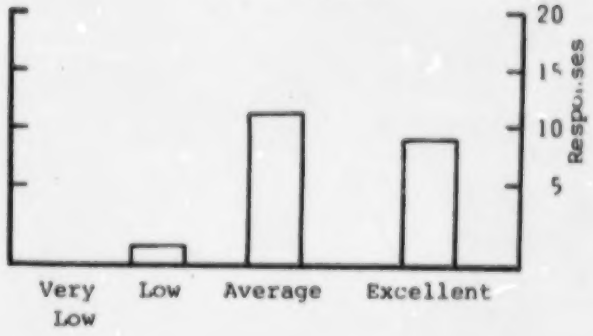
CLERICAL SKILLS OVER-ALL

(Keeping records, making reports, and routine paper work.)

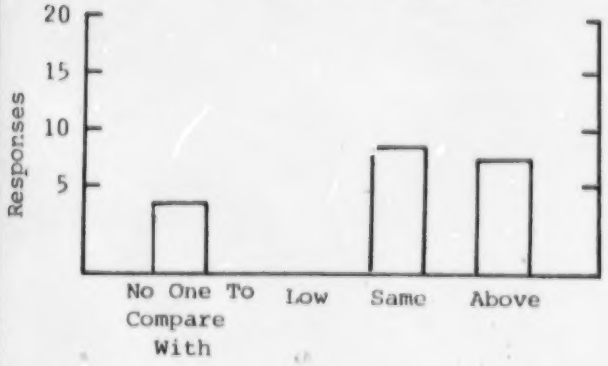
How important is this skill to his/her present job?



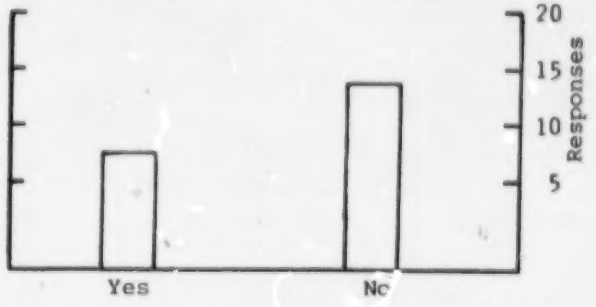
How would you rate him/her in this skill?



How does he/she compare with others of the same age who had different training?



Does he/she need more instruction in this area?

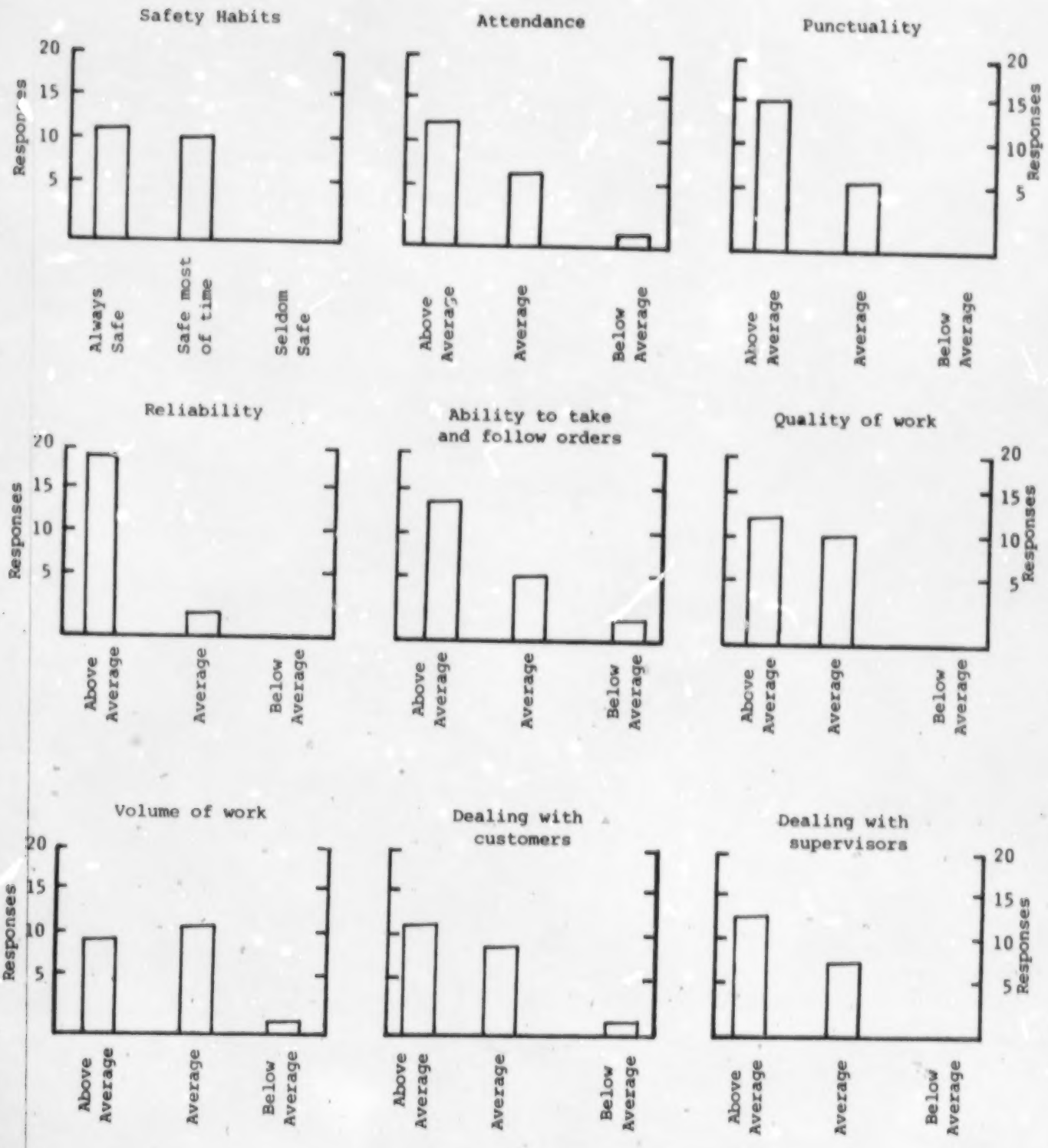


SUMMARY:

81% of the employers said that this skill rated average or above in importance. The ex-students rated average or above in the skill. The employers also rated the ex-students the same or above in comparison to others the same age with different training. 67% said that no further training was needed in this area.

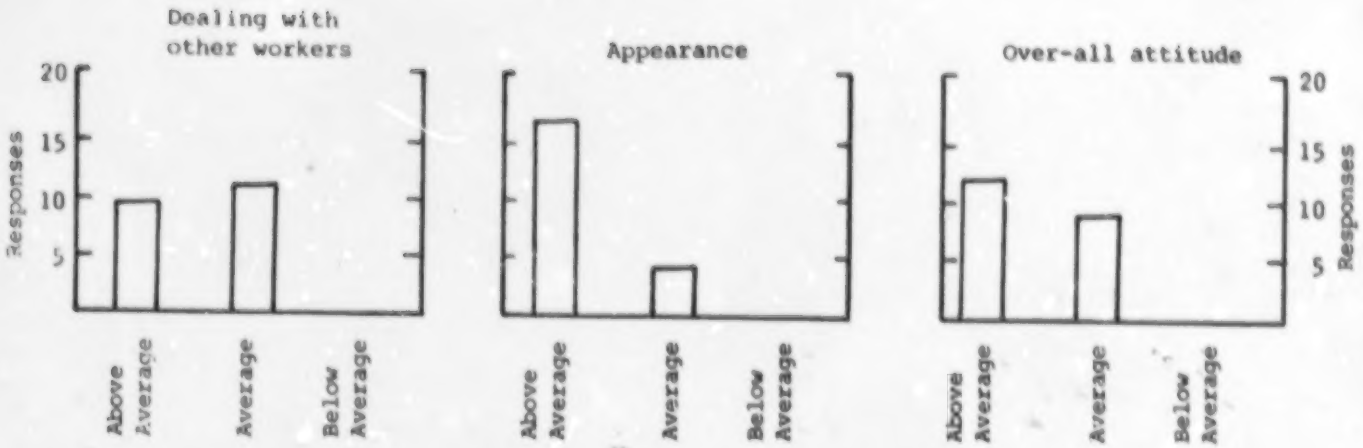
EMPLOYER QUESTIONNAIRE RESPONSES TRAITS

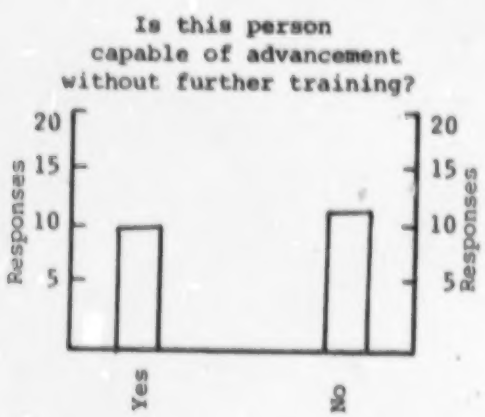
OVER-ALL



EMPLOYER QUESTIONNAIRE RESPONSES TRAITS (cont.)

OVER-ALL





EMPLOYABILITY TRAITS

SUMMARY:

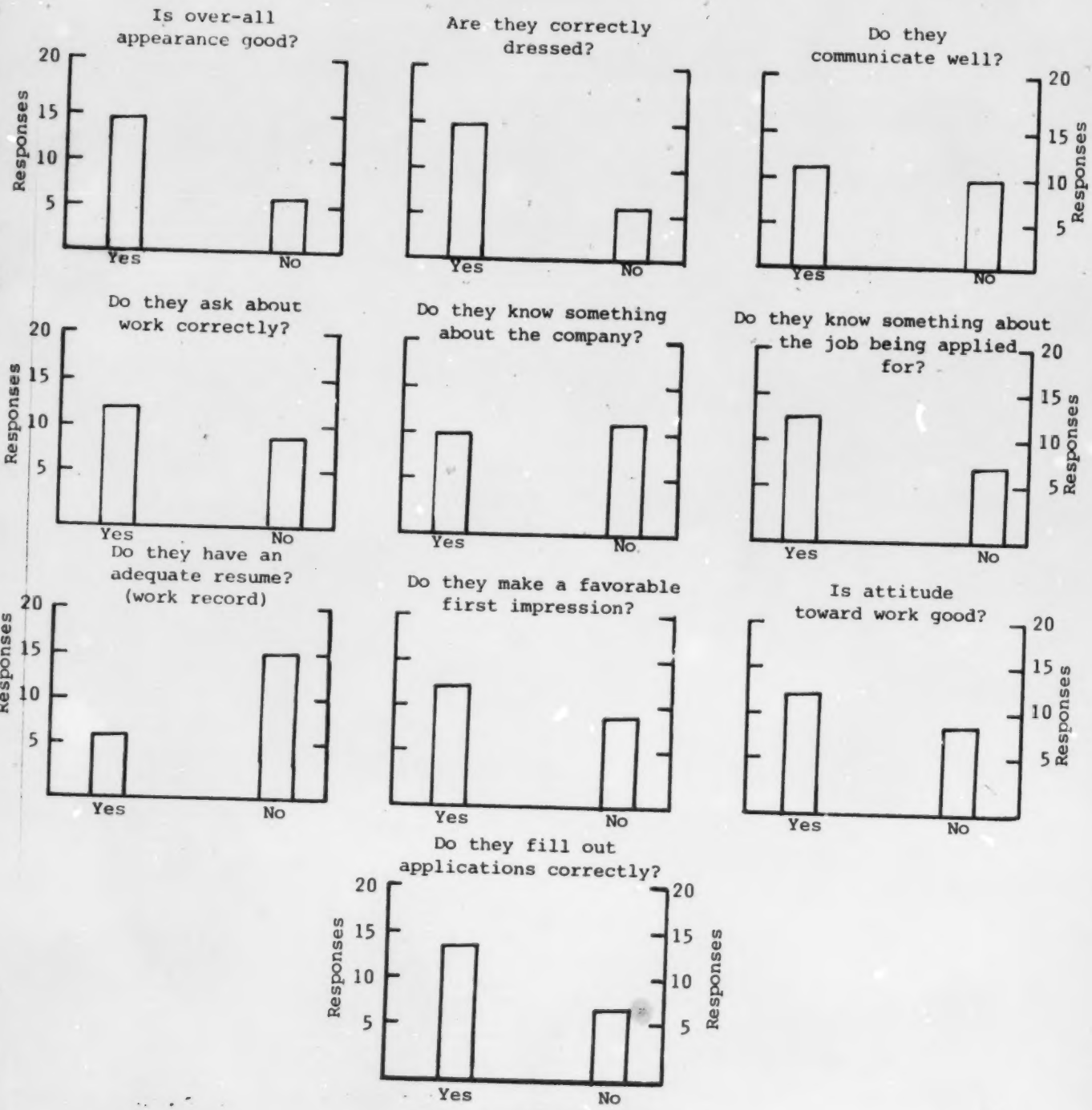
It would appear that the schools are doing a rather commendable job in preparing students for the world of work as far as employability traits are concerned. This seems to reflect a real concern on the part of the entire teaching staffs of the schools.

Employers rated the ex-vocational students BELOW AVERAGE in four of the twelve questions dealing with employability traits. However, it appears that the below average ratings in this section of the questionnaire are consistent with the "LOW" ratings in previous sections and are the result of a poor experience in one work place.

The fact that 10 of the 21 employers said that their ex-vocational students were capable of advancement without further training could be a bit misleading if only the statistical data is accepted with no knowledge of the jobs involved nor the length of training of the individual students. Another factor to consider is that a number of these ex-vocational students are in apprenticeable occupations where further training is required by law or union contract.

However, the overall ratings for this limited number of ex-vocational students are very high.

GENERAL QUESTIONNAIRE RESPONSES


Is over-all appearance good?
Are they correctly dressed?
Do they communicate well?
Do they ask about work correctly?
Do they know something about the company?
Do they know something about the job being applied for?
Do they have an adequate resume? (work record)
Do they make a favorable first impression?
Is attitude toward work good?
Do they fill out applications correctly?
Responses
20
15
10
5
Yes
No

GENERAL QUESTIONS

SUMMARY:

This section of the questionnaire was meant to gather the opinions of the various employers as to the job getting skills of applicants for unemployment OTHER THAN THE EX-VOCATIONAL STUDENT ABOUT WHOM THEY HAD GIVEN INFORMATION IN THE QUESTIONNAIRE.

Again fairly high ratings were evident - although certain items need to be looked at. It seems that preparation for the job interview is a weak area which might bear examination.

SECTION TEN

SECTION TEN

FACTORS TO BE CONSIDERED WHEN ESTIMATING FOLLOW-UP COSTS

A. Printing of data collection instruments

B. Distribution, collection of instruments from students, employers of former students

C. Miscellaneous supplies, copying, postage, letters, telephone, etc.

D. Clerical and other personnel costs

E. Data processing costs - manual or computer processing

Naturally, actual costs will vary depending on several factors:

A. Salaries and benefits of the personnel assigned to the follow-up.

(1) Full or part-time

(2) Size of survey undertaken

(3) Type of person(s) assigned

(a) teacher

(b) counselor

(c) principal

(d) director

(e) secretarial

(f) other clerical

(g) computer programmer

(h) computer operator

B. Printing capability

(1) In-house

(2) Outside - commercial printing

C. Postal Costs - stamps, envelopes

D. Telephone Costs

E. Consultant Costs (if appropriate)

F. Supplies - paper, copying, etc.

G. Indirect costs chargeable to the survey

H. Method(s) involved in making the survey

(1) Mailed questionnaire

(2) Telephone interviews

(3) Personal interviews

J. Travel

K. Desired response rate

NOTE: The final budget approved for designing a follow-up system is broken down as follows: PROJECT # 04-000-048

	Fed/State funds	Local funds	Project totals
SALARIES & FRINGE			
Coordinator	7980.		7980.
Secretarial		1250.	1250.
ADVISORY COMMITTEE EXPENSES			
Travel	900.		900.
CONSULTANT EXPENSES	480.		480.
Telephone			
Postage			
Printing			
Supplies	840.		840.
INDIRECT COSTS		380.	380.
TOTALS	10,200.00	1630	11,830.

Totals				
Salaries & Fringe	9230.	=	78	of $11,830.00
Travel & Advisory Committee Expense	900	=	8	
Consultants Costs	480.	=	4	
Supplies (printing, telephone, postage, etc.)	840	=	7	
Indirect Costs	380.	=	3	
	$11,830.00		100%	

Cost per attempted = $11,830/286 = $41.37

Cost per returned survey = 11,830/86 =$137.56

SECTION ELEVEN

SECTION ELEVEN

"IN SERVICE MODEL"

IN SERVICE OF EDUCATORS IN FOLLOW UP PROCEDURES

Forward -

It appears that no magical formulas or hard and fast rules for successful in-service in the conduct of a follow-up study currently exist.

It appeared to the people involved in the designing of this follow-up study that there might need to be two styles of inservice utilized; (1) a formal meeting of all local school staff who might be affected by the follow-up (i.e. teachers, counselors, principals, etc.) and; (2) a written notice to the staff alerting them to the fact that a follow-up study was being undertaken and describing very briefly why the study was being made.

Since the traditional method for offering inservice is the calling of a meeting, this was the method preferred by the school administrators who were approached. However, the mouth of May was not the time to try to schedule inservice meetings for an entire school staff. There were too many other school activities already scheduled, etc., etc.

At this point, utter frustration set in. The decision was then made that we would give one inservice session for a school board and that individual school staff members would receive a very brief personal visit to orient them to the process. And lo and behold, both methods seemed to work!

Attached is a sample agenda for the inservice - which had to do with the use of the materials developed for this model.

IN-SERVICE AGENDA

VOCATIONAL STUDENT/EMPLOYER FOLLOW-UP STUDY

A. PURPOSE OF THE FOLLOW-UP STUDY

1. To gather information from the present employers of ex-students who had participated in Vocational Education Programs as to how well these ex-vocational students perform on the job.
2. To gather information from former students of vocational program as to their present activities; going to school; working and going to school; working full or part time; OR unemployed.
3. To get the names and addresses of their current employers and secure permission to contact them.

B. FORMS

1. Student questionnaire and cover letter combined.
2. Employer questionnaire and cover letter.
3. Data recording forms.
4. Data report forms.
5. Final report forms and formats.

C. DISSEMINATING RESULTS OF SURVEY

1. Highlights
2. Summary
3. Detailed

D. SUGGESTED TIME FRAMES

1. Start
2. End

E. WHO DOES WHAT?

1. Personnel

F. COSTS?

1. Personnel
2. Materials
3. Telephone
4. Postage
5. Data Processing - ?
6. Printing
7. Travel - ?

SECTION TWELVE

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